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General Library

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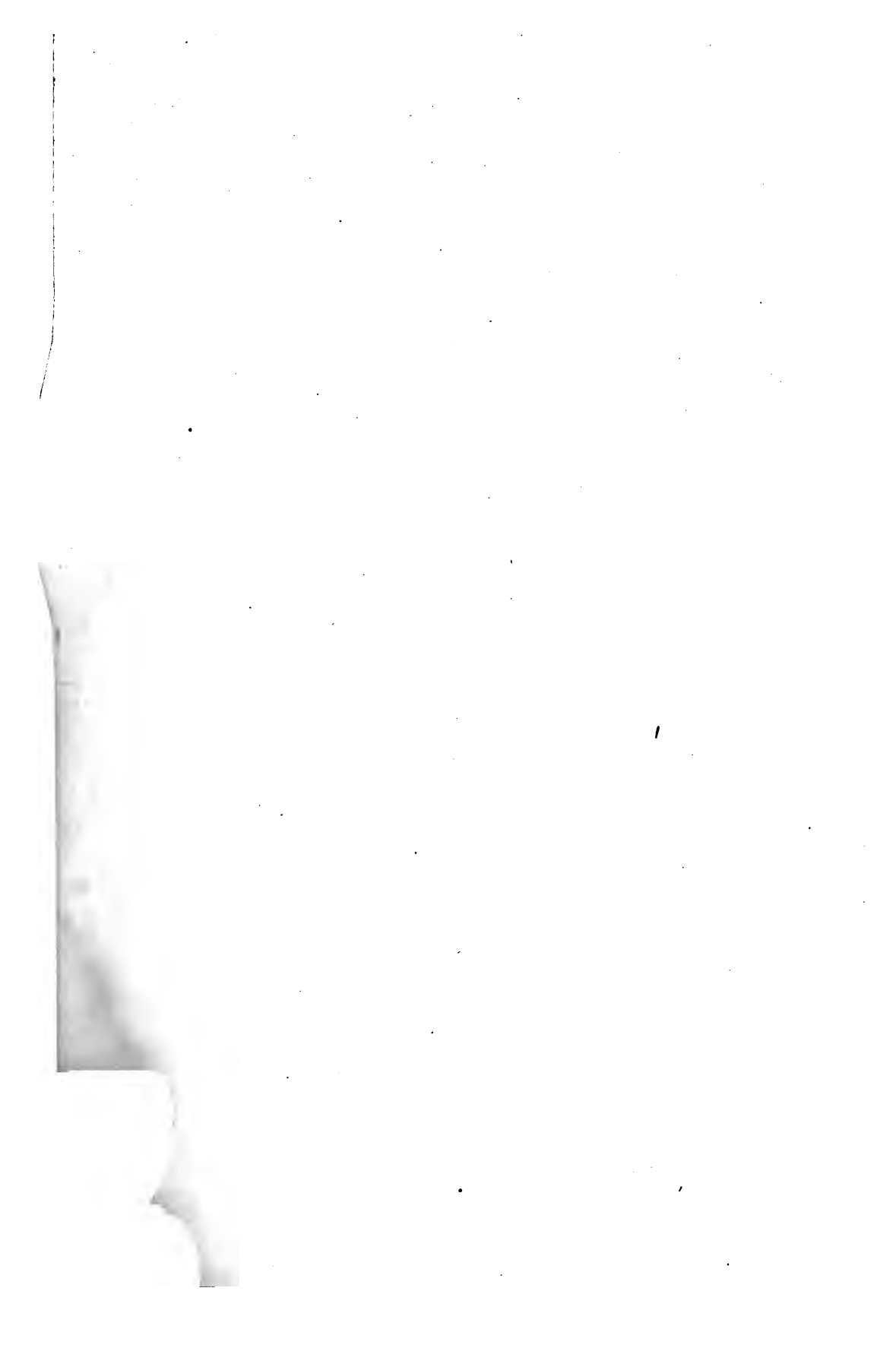
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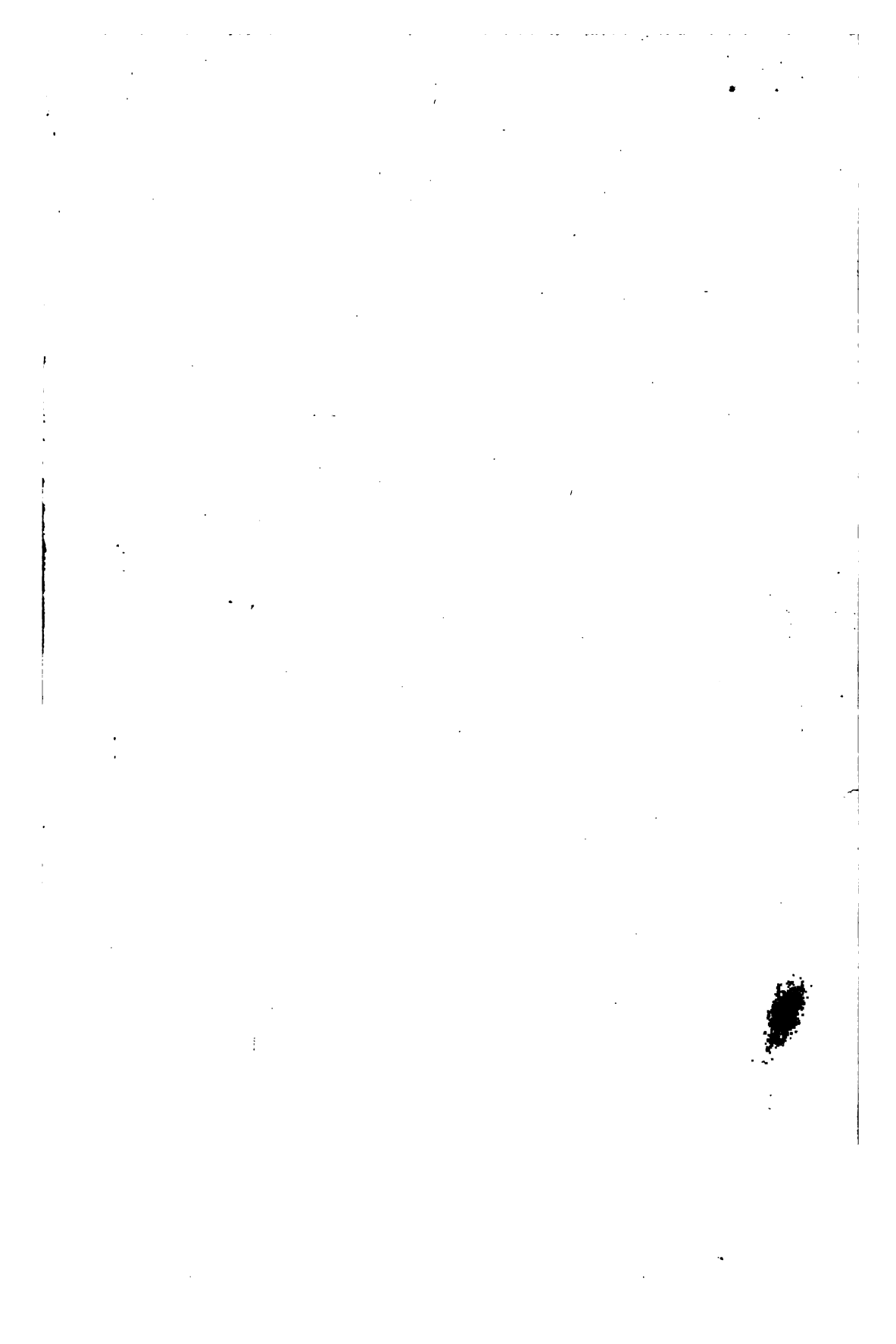
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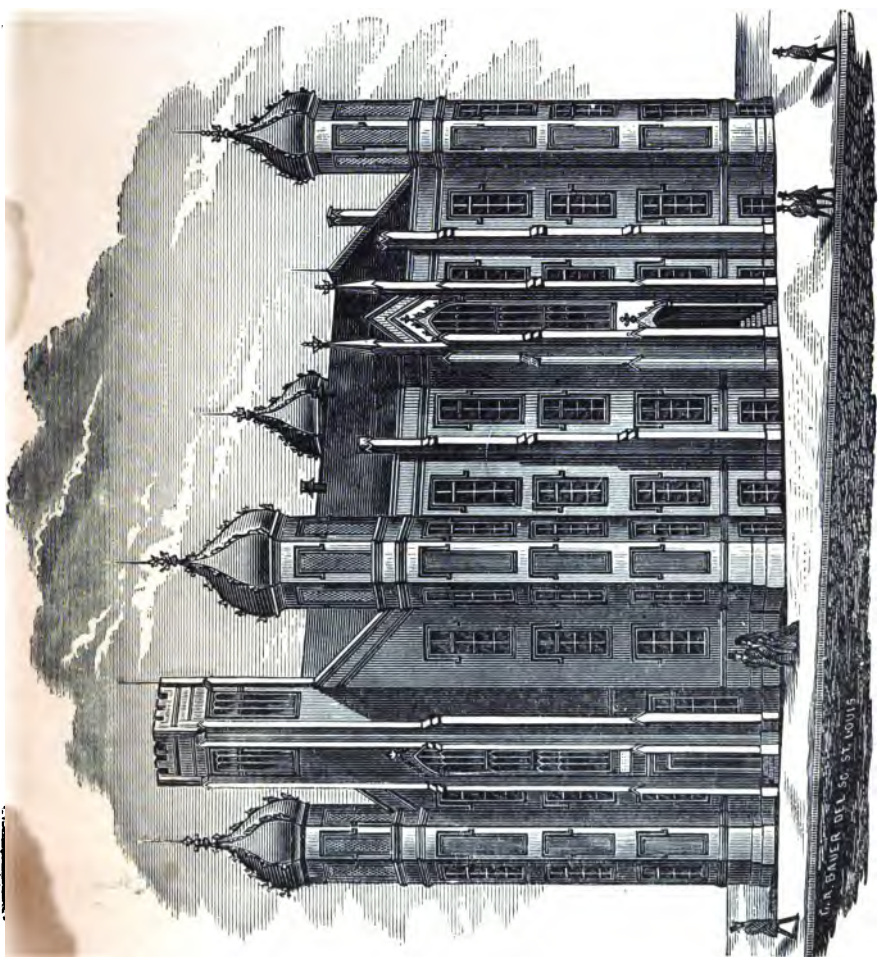
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HIGH SCHOOL.

St. Louis Board of Directors
EIGHTEENTH ANNUAL REPORT

OF THE

BOARD OF DIRECTORS

59627

OF THE

ST. LOUIS PUBLIC SCHOOLS,

FOR THE

YEAR ENDING AUGUST 1, 1872.



ST. LOUIS:
DEMOCRAT LITHO. AND PRINTING CO.
1873.

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BOARD OF PUBLIC SCHOOLS FOR 1872-73.

OFFICERS.

PRESIDENT.....FELIX COSTE.....1536 Papin street.
VICE-PRESIDENT.....THOS. RICHESON.....1015 Chestnut street.
SECRETARY.....MILTON H. WASH.....2619 North Twelfth street.
SUPERINTENDENT.....WM. T. HARRIS.....16 Targee street.
ASSISTANT SUPERINTENDENT..W. D. BUTLER.....3224 Clark avenue.
ASSISTANT SUPERINTENDENT..J. C. CHRISTIN.....1737 Broadway.
ATTORNEY.....R. E. ROMBAUER.....1437 South Ninth street.
TREASURER.....J. H. BRITTON.....N. W. cor. Third & Pine sts.
BAILIFF.....GEO. M. FICHTENKAM..Barsaloux, bet. Sidney and
Lynch streets.
ARCHITECT.....F. W. RAEDER.....18th st. and Lafayette av.

MEMBERS OF THE BOARD.

FIRST WARD.

HENRY HIEMENZ.....Term expires 1874....Office, Fifth and Market, S. E. cor.
H. M. STARKLOFF....." " 1875....Residence, South St. Louis.

SECOND WARD.

CHAS. F. MEYER.....Term expires 1873....1832 Lafayette avenue.
VICTOR H. AULER....." " 1875....1910 South Thirteenth street.

THIRD WARD.

OTTO A. WALL.....Term expires 1874....1405 Carondelet avenue.
MORRIS J. LIPPMAN....." " 1873....1209 Dillon street.

FOURTH WARD.

FELIX COSTE.....Term expires 1873....1536 Papin street.
H. SCHWEICKHARDT....." " 1874....909 Gratiot street.

FIFTH WARD.

CHAS. L. LIPS.....Term expires 1873....318 Myrtle street.
WM. N. LOKER....." " 1874....2312 Scott avenue.

SIXTH WARD.

EBER PEACOCK.....Term expires 1875....2039 Clark avenue.
THOS. RICHESON....." " 1874....1015 Chestnut street.

SEVENTH WARD.

WM. C. WILSON.....Term expires 1874....314 North Sixth street.
W. E. KORTKAMP....." " 1875....3129 Franklin avenue.

EIGHTH WARD.

JOSHUA CHEEVER.....Term expires 1874....1111 Washington avenue.
CHAS. P. CARROLL....." " 1875....1319 Orange street.

NINTH WARD.

N. GUHMAN.....Term expires 1873....1131 North Seventeenth street.
MICHAEL LYNCH....." " 1874....1413 N. Seventeenth street.

TENTH WARD.

J. H. MARQUARD..Term expires 1873....1801 North Ninth street.
JOHN W. SHOCKEY....." " 1875....1405 North Eighth street.

ELEVENTH WARD.

PHILIP STREMMEL.....Term expires 1873....809 North Market street.
HENRY BLOCK....." " 1875....616 North Third street.

TWELFTH WARD.

ARNOLD STROTHOTTE....Term expires 1875....828 Salsbury street.
HENRY C. HAMILTON...." " 1873....Sixteenth street, corner Garibaldi.

STANDING COMMITTEES FOR 1872-73.

TEACHERS COMMITTEE:

MR. RICHESON,	MR. LIPPMAN,	MR. SHOCKEY,
MR. MEYER,	MR. WILSON,	MR. STROTHOTTE.

COMMITTEE ON LANDS AND CLAIMS:

MR. BLOCK,	MR. STARKLOFF,	MR. KORTKAMP.
MR. SCHWEICKHARDT,	MR. LOKER,	MR. MARQUARD.

LEASING COMMITTEE:

MR. STREMMEL,	MR. MARQUARD,	MR. CARROLL.
MR. HIEMENZ,	MR. WALL,	MR. LIPS.

BUILDING COMMITTEE:

MR. MEYER,	MR. SCHWEICKHARDT,	MR. LYNCH.
MR. PEACOCK,	MR. CHEEVER,	MR. HAMILTON.

COMMITTEE ON COURSE OF STUDY, TEXT-BOOKS AND APPARATUS:

MR. LIPPMAN,	MR. GUHMAN,	MR. AULER.
MR. CARROLL,	MR. STROTHOTTE,	MR. RICHESON.

AUDITING COMMITTEE:

MR. SCHWEICKHARDT,	MR. LOKER,	MR. HIEMENZ.
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COMMITTEE ON SUPPLIES:

MR. CHEEVER,	MR. SHOCKEY,	MR. LIPPMAN.
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LIBRARY COMMITTEE:

MR. HAMILTON,	MR. LIPS,	MR. STROTHOTTE.
MR. LOKER,	MR. AULER,	

JANITORS COMMITTEE:

MR. HIEMENZ,	MR. LYNCH,	MR. KORTKAMP.
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COMMITTEE ON WAYS AND MEANS:

MR. WILSON,	MR. PEACOCK,	MR. BLOCK.
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SALARY COMMITTEE:

MR. LIPS,	MR. GUHMAN,	MR. CHEEVER.
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COMMITTEE ON RULES AND REGULATIONS:

MR. PEACOCK,	MR. STREMMEL,	MR. WALL.
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REPORT OF THE PRESIDENT.

To the People of St. Louis :

The Annual Report of the Board of President and Directors of the St. Louis Public Schools for the year ending July 31, 1872, is herewith presented in accordance with the provisions of the charter requiring that, "said Board of President and Directors shall, at least once in every year, cause to be printed and published a true statement of the condition of the Public Schools under their charge, and of all the property under their control, and a true and fair account of all the money concerns of the corporation."

In the report of the Superintendent, hereto appended, will be found a full statement of the condition of the Public Schools under our charge during the past year; and in the report of the Secretary, accompanying the same, a list of the property at present held by the Board for school purposes—as well as that leased for revenue—together with the financial statement for the year, is presented.

By the former of these reports it will be seen that the enrollment of pupils and teachers in these schools has been as follows for the past two years :

	1870-71.	1871-72.	Increase.
Number of Teachers, Day Schools.....	487	534	47
“ “ Evening Schools.....	63	69	6
Total.....	550	603	53
Number Pupils enrolled, Day Schools.....	27,587	30,294	2,707
“ “ Evening Schools.....	3,609	4,137	528
Total	31,196	34,431	3,235

It will be seen by these statistics that the rate of increase of our school system in the number of those who draw benefit from it, is considerably greater than the rate of increase of the population of the city.

In September of the ensuing scholastic year, the Board expects to have in readiness four new school buildings, as follows:

NAME AND LOCATION OF SCHOOL.	No. Rooms.	No. Seats.
Edward Bates, on Collins and Bates streets	13	700
Charles Pope, on Laclede and Ewing avenues	13	700
Divoll, on Dayton and Glasgow avenues	13	700
Peabody, on Carroll and 2d Carondelet avenue	13	700
Total	48	2800

Counting the four new rooms added to the Shepard School, we have a total of upwards of fifty new rooms added to our school accommodation, and an aggregate of 3,000 seats for new pupils that may apply.

It has been the policy of the Board—and I think a wise policy—to anticipate to some degree the wants of new and rapidly growing sections of the city, by building larger buildings than were actually needed to accommodate the existing surplus. Motives of economy have prompted this.

The cost of an additional four rooms provided by a third story, placed upon one of our eight-room buildings, is far less than the cost of a four-room building itself. On this account the Board preferred to build twelve-room buildings for the Carondelet School and the Irving School (near the Fair ground), when eight-room buildings might have answered the purpose for two years. But the economy will be demonstrated in such instances by the third year. Another consideration presents itself in this connection. In many suburban precincts the population is comparatively sparse, while the taxes paid are high. The plea is made by the residents of these localities that they pay heavy taxes, and yet are obliged to send their children long distances to find school accommodations. In reply to this plea, it must be stated that experience has proved that people generally prefer to send their children to schools near the center of the town rather than to those within a few blocks of their homes, in the suburban districts. It is not hard to account for this. The first graded streets, paved sidewalks, and lines of street railroads, lead from the outside districts to the center of the town as a focus, and it is not until after a considerable period that improvements are built, which will accommodate people desiring access to a local center—a school-

house, for example. The few cross-streets in the suburbs are almost impassable during muddy weather, and sometimes pupils are obliged to make a circuit for many squares in order to reach a point lying only a few rods distant in a direct line. These reasons have their due weight in the judgment of the Board as to the location of the new buildings; and in the selection of sites, accessibility is justly esteemed of first importance. A map is prepared annually by the Superintendent and shaded so as to reveal at a glance the number of children in each city block. When a district is found to have a surplus of children, the map shows which blocks need the new accommodations, and what location will best meet their wants.

From the report of the Secretary it will be seen that the receipts and expenditures for the year ending July 31, 1872, were substantially as follows:

From rents.....	\$51,878 88
From real estate sold.....	18,480 44
From city school tax.....	608,160 18
From State school fund.....	64,540 38
From fines in criminal cases.....	6,568 32
Receipts total.....	\$747,138 10

The expenses for the same period were:

For Teachers' salaries (including Superintendents').....	\$430,029 85
Janitors' "	36,463 50
Officers' "	9,000 30
Supplies, including fuel and gas.....	27,384 43
Repairs and furniture.....	49,808 15
General expenses.. { Rent accounts, &c..... }	33,944 36
{ Library, &c..... }	
Real estate and improvements.....	157,386 34
Total.....	\$744,566 88

For the past two years the policy of the Board has been to sell sufficient of its real estate to meet the expenses for new building lots. This fact considered, the above totals will be reduced in amount by the sum received for real estate sold. Deducting permanent improvements, the actual running expenses amount to about \$550,000.

The expenditure of a sum so large as one-sixth of the entire annual taxation of the city for school purposes, is a trust of the most important kind, and a feeling of this responsibility moves the Board to greater activity in devising measures to secure increased efficiency in the system which they administer in the name of the people. Even a slight change in methods of management works in the aggregate a difference equal to tens

of thousands of dollars in the value of the educational products of the schools. It would be an inexcusable neglect, therefore, if the Board were to withhold the money necessary for the introduction of improvements in instruction or management when their advantage is obvious. To refuse to make an additional outlay of five thousand dollars, when the same would increase the value of the entire results of the regular outlay of five hundred thousand dollars, would be unwise, if that increase in effectiveness exceeded the value of one per cent. on the whole. The proper disposition of the school funds is thus to be determined by the two questions: What is the first and most pressing want of the community educationally considered? and, secondly: What collateral means can be employed to enhance the value and efficiency of the direct functions of the system? If the answer to the first be to the effect that the schools are intended to furnish a common school education to the children of the city, still the answer to the second will establish the necessity of High Schools, Normal Schools, public libraries, superintendents and supervisory principals, and such other means as are found to be of practical benefit in the administration of the schools.

In my last report I gave a historical view of the system, which exhibited the fact that in 1841, or three years after the first public school was opened, there was enrolled only one pupil for each number of eighty-three inhabitants. Ten years afterwards, in 1851, the enrollment was one out of thirty-five of the population; in 1861, one out of thirteen of the population was enrolled; in 1871, one out of ten of the population. By inspection of Table No. 10 of the Appendix, it will be seen that the sum expended for school purposes amounted, in 1851, to about 56 cents per capita of the population; in 1861, to 99 cents, and in 1871, to \$2.82 per capita of the population. By the last census of the United States, it appears that the total income for school purposes, public and private, amounted in the aggregate to \$95,402,726, of which the sum of \$3,663,785 was from endowments, \$61,746,039 from taxation and public funds, and \$29,992,902 from other sources, including tuition. It is instructive to consider these items in their historical relation as given in the census.

	1850.	1860.	1870.
Total number of schools in the United States.....	87,350	115,324	141,689
Total number of teachers.....	105,858	150,241	221,043
Male.....			93,339
Female.....			127,713
Total number of pupils.....	3,642,694	5,477,087	7,209,938
Male.....			3,621,996
Female.....			3,587,942
Income from taxation and public funds.....	\$7,590,117	\$19,929,537	\$61,746,039
Income from endowments.....	923,763	2,199,631	3,663,785
Income from other sources, including tuition.....	7,648,120	12,588,944	29,992,902
Total income.....	16,162,000	34,718,112	95,402,736

By the inspection of the above a very clear idea may be gained of the progress which the American public school is making. The idea that the children of all the people shall be educated at the expense of the property of the community, the funds necessary for the support of schools being provided by taxation, is the American idea. The increase in expenditure for school purposes—the amount being doubled during the ten years from 1850 to 1860, and almost trebled between 1860 and 1870—is a subject for congratulation; but the fact that the amount raised by taxation in 1860 was two and a half times the amount raised by taxation in 1850, while the amount thus raised in 1870 was more than three times that of 1860, is a still more cheering exhibit of the growth of a healthy popular sentiment in this nation. Taking the past twenty years into consideration, we find that the population has increased about seventy per cent.; the aggregate amount expended for education has increased to six times the sum raised in 1850; the income from endowments is four times as large; the income from tuition, rate bills, &c., is four times as large; but the income from taxation is more than eight times as large. In 1850 the amount raised by taxation was less than one-half the entire amount, while in 1870 it was nearly two-thirds. In the early history of our school system—from 1841 to 1847—the schools of St. Louis drew the bulk of their support from a tuition fee; at present six-sevenths of our revenue is derived from State and municipal taxation. In the form of State taxation—one-fourth of the entire State revenue being added to the common school fund and distributed to the several counties *pro rata* on the basis of the school population between the ages of 5 and 21—St. Louis receives about \$70,000, but pays into the treasury for education in other parts of the State a sum equal to about \$80,000, inasmuch as the State school fund draws from St. Louis taxes over \$150,000.

It is impossible to object to this on sound principles, for the relation of a commercial centre to the country at large is such that it draws its wealth indirectly from the latter, and is most vitally affected by its educational status.

In my last report I mentioned the introduction of Natural Science into the District School course. Its trial has, in my opinion, more than justified the wisdom of the experiment. The mode of its introduction is such as to act favorably on the methods of imparting instruction. I think there is much improvement manifested in the habits of study on the part of teachers, in their ability to explain to their pupils the subject of the day's lesson in a clear and satisfactory manner, and in the corresponding interest taken by pupils in their studies. It will be remembered that the Board adopted a rule forbidding the use of the text-book in recitation by the teacher, whenever the pupil was expected to recite without it. It is acknowledged by all educators of distinction that the main secret of success in teaching lies in the thoroughness of previous preparation. No regulation of the Board is a wiser and juster one than this regulation, which necessitates, to some extent, preparation on each of the day's lessons.

The Evening Schools have attained a remarkable degree of success during the past two years, having within that period nearly doubled their attendance. It is believed that our system of evening schools is larger, compared with the size of the day school system, than that of any other city in the United States. Above 4,000 adults and youths over the age of 12 years attended during the session last winter. In this connection it should be mentioned that the influence of the Public School Library is felt to an extraordinary degree. Punctual attendance and industry at the evening schools secures free membership in the Public School Library for the rest of the year. Very many avail themselves of this opportunity and become frequent visitors to the Library. The amount of improvement derived by this class of our population is thus doubled and even quadrupled. Idle, mischievous habits are to that degree prevented, and the increase in intelligence acquired from reading and study is at once converted into wealth in the various channels of employment. Thus there is no branch of our school system which has a more direct influence on the prosperity of the city. The Public School Library is extending its sphere of usefulness through the liberal policy of the Board in permitting arrange-

ments to be made with societies formed for mutual improvement. The session room of the Board is granted for the use of such societies, on conditions providing the deposit of their libraries in the Public School collection, and, in most instances, the payment of annual memberships to increase the collections in special departments. In this way about \$500 per year is expended for the increase of medical works in the Library; considerable sums expended for works on architecture, for works on engineering, and for polytechnic works generally.

The present membership of the Library is in the aggregate about 4,000 members. About one-tenth of these visit the Library daily. For some months the practice of opening the library to the public at large on Sundays has been on trial, and the experiment meets with an unexpected degree of success.

The Normal School during the past year suffered materially from the loss of two of its most valuable teachers. Miss Brackett, for nine years the Principal, and Miss Eliot, for four years the First Assistant, resigned at the close of the third quarter. So radical a change in the corps of teachers could not otherwise than work temporary injury to the school, but the readiness and efficiency with which the school was managed for the fourth quarter of the year by the remaining teachers, deserves the highest credit. The Board have secured the services of an able and experienced teacher, in the person of Mr. Louis F. Soldan, to take charge of the school as principal for the ensuing year. The demands of the district schools for teachers require the graduation of far larger classes than the Normal school has hitherto been able to supply. A material increase in the size of the classes of this school is therefore desired by the Board.

The High School during the past year has exhibited unusual evidences of a flourishing condition. The increase in numbers is a healthful indication, both on the part of the people, who show a higher appreciation of the value of advanced education, and likewise on the part of the High School itself, showing the popularity of its management.

In concluding this, the sixth annual report that I have been called upon to make, I would congratulate the public upon the present flourishing condition as well as the future prospects of the schools. I would likewise on this occasion tender, in behalf

of the Board, to the general superintendent and his assistants, and to the large corps of teachers, and to the other officers of the Board, an acknowledgment of their earnest labors and faithful co-operation in advancing the interests of the schools.

FELIX COSTE, *President.*

ANNUAL REPORT OF THE SUPERINTENDENT.

OFFICE SUPERINTENDENT PUBLIC SCHOOLS, }
St. Louis, August 1, 1872. }

*To the Board of President and Directors
of the St. Louis Public Schools:*

GENTLEMEN—I submit herewith the Eighteenth Annual Report of the schools under your charge.

In my former reports I have discussed at length the subjects relation of the Public Schools to the community and the State; of moral education and the relation of education to crime; the the co-education of the sexes; the introduction of natural science into the district schools; the proper selection of plans for school houses; various matters relating to the course of study, such as Leigh's Phonetic system of learning to read, the significance of the elementary branches in our district schools, the Pestalozzian system and the methods in common use in this country; the objects of German-English instruction and the best methods of managing the same; the system of supervision of schools by Principals; finally I have discussed the question of graded schools, especially in the relation which the district schools bear to the High School. In this report I desire particularly to call attention again to the question of grading in a system of schools, and to set forth such matters as have been settled in the course of the development of our own system.

For convenient reference I give first a general view of the results achieved during the past year. I bring together here the general and comparative statistics, based on full tabular statements printed in the appendix.

GENERAL STATISTICS.

POPULATION OF THE CITY.

Population of the city, October 1, 1873 (estimated).....	350,000
Number between 5 and 21 years, (drawing State money).....	108,327
Number between 6 and 16 years of age.....	71,608

SCHOOL HOUSES.

Number of school houses.....	58
Number owned by the Board.....	52
" rented.....	6
" heated with stoves.....	25
" heated with furnaces or steam.....	33
" of school rooms.....	483
Estimated value of school lots.....	\$ 616,872 50
Estimated value of buildings and furniture.....	1,238,556 77
Polytechnic building, lot, and furniture.....	380,374 26
Total value of property for school purposes.....	\$2,235,803 53

	1865	1866	1867	1868	1869	1870	1871	1872
Number of houses.....	21	23	30	35	40	48	52	58
" " seats.....	8,976	9,916	11,055	13,510	18,000	20,105	23,222	25,750

It must be remembered that the total number of seats, if evenly distributed over the city, need not be greater than two-thirds the entire number of pupils enrolled, for the reason that only 67 per cent. of the pupils enrolled are found belonging on an average at any one time. Consequently the present number of seats—25,750—would accommodate an annual enrollment of nearly 34,000 pupils.

Two small buildings are in process of construction in Carondelet—one for a colored school and the other to relieve the Blow school—and one large building in the north part of the district of the Webster school.

The alteration of the Franklin school building, as recommended in my last report, has not been undertaken, possibly from fear of weakening the building. So long as such ill-constructed buildings are used it will be impossible to conduct our schools on an economical plan. About \$6,000 are worse than wasted each year solely for the reason that the Franklin building is not constructed according to enlightened views as to size and shape of rooms, position of windows, &c. In another part of my report I shall recur to the subject of school architecture.

Schools and Teachers.

Normal.....	1
High and Branches.....	3
District.....	48
Colored.....	6
Evening.....	17
Total number of schools.....	75
Total number of teachers in day and evening schools.....	603
Average number of teachers in day schools.....	534
Males.....	46
Females.....	488
Principals.....	55
Assistants.....	474
Music teachers.....	3
Drawing teachers.....	1
Writing teachers.....	1
Number in Normal school.....	8
Number in High school and Branches.....	24
Number in District schools.....	474
Number in Colored schools.....	24
Number in Evening schools.....	69

	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872
Number of teachers.....	76	111	162	184	204	220	272	344	424	487	534
Annual increase.....	..	35	51	22	20	16	52	72	80	63	47
Number from Normal school.....	..	22	11	18	25	18	32	29	30	34	34
Number of applicants examined { Eng.	134	109	179	195	146
who were not from Norm. school { Ger.	48	36	35
Number who rec'd appointm'ts { Eng.	38	44	61	76	31
{ Ger.	20	13	11

TABLE II, PAGE CX APPENDIX.

Enrollment and Attendance of Pupils.

Total number enrolled, (different pupils received during year), day schools.....	30,294
Normal school—girls.....	115
High school—boys 186; girls 222—total.....	408
Branch High schools—boys 129; girls 173—total.....	302
District schools—boys 14,060; girls 13,841—total.....	27,901
Colored schools—boys 707; girls 861—total.....	1,568
Evening schools—boys 3,433; girls 704—total.....	4,137
Total number enrolled, day and evening schools.....	34,431
Whole number of school days.....	200
Number of pupils who attended 200 days.....	758
" " " from 180 to 200 days.....	10,527
" " " " 160 to 180 ".....	3,743
" " " " 140 to 160 ".....	2,602
" " " " 120 to 140 ".....	1,918
" " " " 100 to 120 ".....	1,629
" " " " 80 to 100 ".....	1,558
" " " " 60 to 80 ".....	1,702
" " " " 40 to 60 ".....	2,056
" " " " 20 to 40 ".....	1,864
" " " " less than 20 ".....	2,013
" " " not absent during their enrollment.....	2,046
" " " tardy " " ".....	18,707
" cases of tardiness.....	27,369
" " " re-admittance.....	10,716

PUPILS ATTENDING.		1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-00	1900-01	1901-02	1902-03	1903-04	1904-05	1905-06	1906-07	1907-08	1908-09	1909-10	1910-11	1911-12
300 days	20	17	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
180 to 300 days	10	10	19	21	29	23	25	24	29	32	30	33	35	32	30	33	35	32	35
160 to 180 "	8	9	18	10	12	12	13	18	13	14	14	13	12	14	13	12	13	12	12
140 to 160 "	7	8	10	9	10	9	8	10	9	9	9	9	8	9	9	8	9	8	9
120 to 140 "	5	7	8	7	8	7	8	7	7	6	7	6	7	6	6	6	7	6	6
100 to 120 "	7	7	8	6	7	6	7	6	6	6	6	6	6	6	6	6	5	5	5
80 to 100 "	7	7	6	9	8	6	7	6	6	6	6	6	6	6	6	6	5	5	5
60 to 80 "	7	8	7	8	8	7	7	6	6	6	6	6	6	6	6	6	6	6	6
40 to 60 "	10	10	7	13	9	9	8	7	7	7	7	7	7	7	7	7	7	7	7
20 to 40 "	9	8	8	9	8	9	7	8	7	6	6	6	6	6	6	6	6	6	6
1 to 20 "	10	9	9	7	9	10	8	10	10	7	6	6	6	6	6	6	6	6	7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Not absent	5	6	8	9	5	5	6	7	8	6	4	5	7	8	6	4	5	7	7
Not tardy	41	41	46	48	50	50	55	57	58	56	53	63	63	63	63	63	63	63	63
Cases of tardiness	208	213	182	224	265	205	200	140	119	116	120	118	97	90	90	90	90	90	90	90

In my last report I discussed at length the importance of moral education, and pointed out the means by which it is accomplished in our public schools. It is not possible, as some suppose, to secure a moral education by sentimental moralizing on the part of the teacher, nor by the abstract study of ethical principles, nor yet merely by the application of a constraining force from without. Moral education is a training of the will and not of the intellect, consequently, it relates to the formation of habits. The duties of (1) punctuality, (2) regularity, (3) silence, (4) truth, (5) industry, (6) respect for the rights of others, are enforced continually in and about the school as indispensable to the management of it. Individuals cannot combine in large numbers to achieve a common result without the observance of these duties, and hence they form the indispensable moral groundwork for life. In the discussion alluded to, I have endeavored to point out the general correlation of these duties, their genesis in the school, and their difference from the fundamental

basis of all obligation as it exists in religion; also the distinction between *crime* and *sin*—the former a transgression against the laws of right, the latter against the mandates of religion; crime is defined by the civil government and sin by religion—the former has its punishment measured by the scope of the effects of the crime, the latter cannot have a finite measure, for all sin is infinite; hence any intermingling of the spheres of Church and State results in destroying justice or in corrupting religion—in introducing extravagant measures of punishment for various crimes and in creating a large category of crimes having relation to the “freedom of conscience,” or else in sapping the foundations of religion by letting in the practice of measuring by a finite standard the guilt of sin and thus allowing of penances and other forms of atonement for sin than the utter consecration required by pure religion. I entered so much into the details of this investigation in order that I might point out the justification of the complete secularity of our schools. I cannot find that our schools have ever since their foundation in 1838 permitted so much as the reading of the Bible in them. I believe that this perfect secularity has done much to bring about the perfect intermingling of all denominations in our schools which has existed for so long.

TABLE III, PAGE CXII APPENDIX.

Age of Pupils.

Number of pupils	7 years of age and under.....	7,508
“ “ 8 “ “	3,679	
“ “ 9 “ “	3,497	
“ “ 10 “ “	3,680	
“ “ 11 “ “	3,061	
“ “ 12 “ “	2,909	
“ “ 13 “ “	2,280	
“ “ 14 “ “	1,713	
“ “ 15 “ “	895	
“ “ 16 “ “ and over.....	1,102	
Average age.....		10.01

Percentage of Entire Number Enrolled.

AGE OF PUPILS.	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-70	1870-71	1871-72
6 years old.....	14	13	10	..	15	15	12	6	4	5	6	7	8
7 " "	13	13	11	..	15	15	14	16	16	16	16	16	17
8 " "	13	12	12	..	12	13	14	15	14	13	14	13	12
9 " "	11	12	11	..	11	11	12	13	13	13	13	12	12
10 " "	11	11	12	..	11	11	12	13	12	12	12	12	12
11 " "	10	9	11	..	9	9	10	10	11	11	10	11	10
12 " "	9	10	9	..	9	9	9	9	10	10	9	9	9
13 " "	7	8	9	..	7	6	6	7	8	8	8	8	7
14 " "	5	5	6	..	5	5	5	5	5	5	5	5	6
15 " "	4	4	4	..	3	3	3	3	3	3	3	3	3
16 " and over.....	3	3	5	..	3	3	3	3	4	4	4	4	4
Total	100	100	100	...	100	100	100	100	100	100	100	100	100
Under 10 years.....	51	50	44	..	53	54	52	50	47	47	49	48	48
Over 10 "	49	50	56	..	47	46	48	50	53	53	51	52	52

In the report of the past year evidence is furnished of the increasing attendance of pupils under seven years of age. This has been encouraged for reasons of morality such as I advanced in last year's report. From his third year the child begins to widen the sphere of his activity so as to extend it beyond the family influence. Through play he comes in contact with children belonging to other families, and soon after this commences, he needs the counter-balancing influences of the school. Through contact with other children in play—especially where, as usually happens in cities, the street is the place of this association—his will develops powerfully and something more is needed for its culture than the mere family nurture.

The more general regime of the school is needed to prevent arbitrariness and caprice and to secure the growth of proper respect for elders and for moral and civil ordinances. That three-fold reverence of which Goethe speaks as the basis of all higher life—reverence for superiors, for equals and for inferiors, is very difficult to inculcate if the child remains too long under the street influence without the training of the school. The school discipline is found to be far more potent when applied at the age of five years than at the age of eight.

It has not been possible as yet to institute the experiment of a Kindergarten in some densely populated locality of our city, where the evil influence of the street tends to corrupt children

long before they enter school. But I hope another year will witness the formation of a sufficient number of small primary schools—founded more or less on the Kindergarten—plan to accommodate all of these localities situated near the river and in our manufacturing districts. A genuine Kindergarten, as an experiment, would furnish additional hints to our teachers, and suggestions to the Board enough to doubly repay the cost of its support.

TABLE IV.—PAGE CXIV APPENDIX.

Occupation of Parents.

OCCUPATION OF PARENTS.	No.	OCCUPATION OF PARENTS.	No.
Children of Agents.....	756	Children of Day Laborers.....	3,761
“ “ Artists.....	114	“ “ Laundresses.....	1,046
“ “ Boarding House Keepers and Victualers.....	501	“ “ Manufacturers.....	2,238
“ “ Boatmen.....	794	“ “ Mechanics.....	7,243
“ “ Butchers.....	490	“ “ Merchants.....	3,336
“ “ Clerks.....	1,113	“ “ Professionals.....	1,071
“ “ Confectioners.....	145	“ “ Public Officers.....	780
“ “ Draymen and Teamst's.....	1,103	“ “ Saloon Keepers.....	676
“ “ Farmers and Gardn'rs.....	666	“ “ Seamstresses.....	803
		Unclassified.....	3,669

Per cent. of the whole Number Enrolled.

OCCUPATION OF PARENTS.	1858-59	1859-60	1860-61	1861-62	1862-63	1863-64	1864-65	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72
Agents	1.7	2.	1.9	2.7	...	2.1	1.5	2.	2.	2.5	2.5	2.7	2.6	2.5
Artists .....	.6	.8	.8	.8	...	.8	.7	.7	5.4	.7	.6	.5	.5	.4
Boarding House Keep- ers and Victualers.	...	...	...	...	...	...	...	...	...	...	2.1	1.3	2.	2.2
Boatmen	5.5	5.2	5.1	4.8	...	5.7	5.6	6.2	5.	4.2	3.8	3.2	3.	2.6
Butchers	1.7	1.8	1.7	1.2	...	1.7	1.4	1.5	2.	1.5	1.8	1.4	1.4	1.6
Clerks	3.3	3.	3.	3.	...	3.3	3.3	4.1	3.7	3.8	3.8	3.1	3.3	3.7
Draymen and Teamst's	2.9	3.	2.3	2.	...	2.7	2.4	2.7	4.	3.3	3.4	4.	3.6	3.6
Farmers and Gardn'rs.	2.3	1.9	2.3	2.	...	2.3	2.3	2.5	2.1	1.8	2.	2.	2.3	2.2
Laborers	9.8	10.6	11.6	5.3	...	9.7	9.	10.4	11.2	11.9	12.4	14.	13.3	12.4
Laundresses.....	1.6	1.9	1.6	1.5	...	2.2	2.	2.4	2.7	3.1	2.8	2.8	3.2	3.5
Manufacturers	5.2	4.4	5.	5.3	...	4.8	5.1	5.3	6.4	6.2	6.9	8.4	6.5	7.3
Mechanics.....	28.1	28.	28.1	19.3	...	23.3	26.3	24.2	24.1	23.7	22.4	22.	22.5	23.9
Merchants.....	11.6	12	13.1	18.	...	11.4	11.1	12.6	12.4	12.3	11.4	12.4	12.5	11.
Professionals	2.5	4.4	3.5	5.	...	3.5	3.2	4.1	4.	3.3	3.8	3.5	3.4	3.5
Public Officers	3.5	3.4	2.7	5.3	...	5.1	5.1	4.	3.2	3.5	2.6	2.7	2.6	2.6
Saloon Keepers.....	1.3	1.8	2.	2.	...	1.7	1.7	1.8	2.	1.9	2.1	2.1	2.	2.2
Seamstresses.....	2.7	2.5	2.7	2.8	...	3.1	3.1	3.	3.1	3.1	3.	2.7	2.6	2.7
Unclassified	15.7	13.3	12.6	19.	...	16.6	16.2	12.5	6.7	13.2	12.6	11.2	12.7	12.1
	100	100	100	100	...	100	100	100	100	100	100	100	100	100

The above tables are designed to show the representative character of our school population. The system of classification is not a good one; indeed it is quite difficult to reduce the 388 special employments named in the United States census report to a few comprehensive heads for purposes of classification. A selected list of occupations of people in St. Louis, embracing 108,691 individuals, is given by the Census Bureau, and the following classification adopted:

I. Agriculture.....	810
II. Professional and personal services.....	41,418
III. Trade and transportation.....	28,319
IV. Manufacturing, mechanical and mining industry.....	38,944

If our table is reduced to this classification, the relative numbers will stand as follows:

I. Agriculture.....	666
II. Professional and personal services.....	11,618
III. Trade and transportation.....	5,999
IV. Manufacturing, mining and mechanical industry.....	11,908

The second item includes a variety of employments that usually are counted with the "unclassified," and I have accordingly added to it the 3,669 counted under that designation. Making allowance for the fact that some employments are more favorable to the family relation than others, we shall find that the proportions above represent the population quite fairly. Such occupations as those of domestic servants, soldiers and sailors are generally filled by unmarried people.

I have made an attempt at classification on a different basis, as follows:

Employments and Occupations of the People in St. Louis, collected from the Census from 1870, and systematically arranged.

[The sub-classes of the U. S. Census are inclosed in brackets, under the heads that I have included them.]

I. THOSE ENGAGED IN OBTAINING NATURAL PRODUCTIONS—1,055.	
1. Hunting.....	....
2. Fishing [U. S. Census: "Fishermen and oystermen"].....	55
3. Grazing [U. S. C.: "Dairymen and dairywomen, stock-herders"].....	181
4. Agriculture [U. S. C.: "Agricultural laborers, farmers and planters, farm and plantation overseers, gardeners, nurserymen and vine-growers, lumbermen, raftsmen and wood-choppers"].....	651
5. Mining [U. S. C.: "Quarrymen, miners"].....	218
II. THOSE ENGAGED IN MANUFACTURING (ADAPTING TO USE)—65,144.	
1. Preparing food [U. S. C.: "Butchers, bakers, confectioners, brewers and maltsters, millers, tobacco workers, distillers and rectifiers"].....	4,665
2. Preparing clothing [U. S. C.: "Tailors and seamstresses, milliners, dress-makers, hat and cap makers, cotton and woolen mill operatives, boot and shoemakers, launderers and laundresses, barbers and hair-dressers, curriers, tanners and leather finishers"].....	10,361

3. Preparing shelter [U. S. C.: "Brick and stone masons, marble and stone cutters, brick and tile makers, cabinet-makers and upholsterers, carpenters and joiners, painters and varnishers, plasterers, plumbers and gas-fitters, saw-mill operatives"].....10,961
4. Preparing means of intercommunication, (transportation, etc.) [U. S. C.: "Wheel-wrights, ship-riggers calkers carpenters and smiths, printers, paper-mill operatives, harness and saddle makers, coopers, car, carriage and wagon-makers, book-binders and finishers, blacksmiths"]..... 5,790
5. Preparing machinery [U. S. C.: "Tinnners, machinists, iron and steel workers"] 3,277
6. Miscellaneous [U. S. C.: "Domestic servants and laborers." These perform "personal" service, which partakes partly of a preparatory and partly of a distributive character.].....30,070

III. THOSE ENGAGED IN COMMERCE (EXCHANGE AND DISTRIBUTION)—26,920.

1. Traders, including merchants and dealers of all sorts [U. S. C.: "Traders and dealers, hucksters, peddlers and commercial travelers, clerks, salesmen and accountants (in stores)"].....14,834
2. Those engaged in transportation [U. S. C.: "Officials and employees of express companies, of railroad companies, of street-railroad companies, of telegraph companies, carmen, draymen, teamsters, sailors, steamboatmen, watermen, livery-stable keepers and hostlers"]..... 8,354
3. Hotel and boarding-house keepers, victualers, barkeepers, [U. S. C.: "Boarding and lodging-house keepers, hotel and restaurant keepers and employees"]..... 2,889
4. Bankers, brokers, insurance agents [U. S. C.: "In banking and brokerage of money and stocks, in insurance"]..... 843

IV. THOSE ENGAGED IN EMPLOYMENTS HAVING FOR THEIR END PROTECTION AND CULTURE—3,432.

1. Government service, including civil, military, legal profession, engineers [U. S. C.: "Soldiers, officials and employees (civil) of government, lawyers"] 1,517
2. Physicians and surgeons [U. S. C., same]..... 495
3. Educational professions and employments [U. S. C.: "Teachers not specified, and those of music, dancing and painting"]..... 949
4. Ecclesiastical [U. S. C.: "Clergymen"]..... 198
5. Literary [U. S. C.: "Journalists"]..... 92
6. Artists, including musicians, painters, sculptors, photographers, actors..... 181

The order of employments and occupations seems to be as here arranged: 1st, those who procure natural productions—the elements of food, clothing, shelter, and the tools of industry; 2d, those who elaborate the raw material, or manufacture these elements into food, clothing, dwellings, means of intercommunication, and into the machinery of productive industry; 3d, those who bring together the producer and consumer, who exchange and distribute the crude elements and the manufactured products, those engaged in trade, transportation, in providing the necessary sustenance for those engaged in transit, and in dealing in the credit and currency of exchange; 4th, those who are more directly engaged in conserving the spiritual interests of the community, including the military,

political, religious and educational functions, the preservation of health, and the culture of the literary and æsthetic taste.

Of the population engaged in all occupations, the census gives 1,856 males and 1,178 females between the ages of 10 and 15; 89,579 males and 74,355 females between the ages of 16 and 59; 1,520 males and 208 females of the age of 60 and upwards.

The nationalities of these are as follows: 48,421 born in the United States; 81,724 born in Germany; 18,040 in Ireland; 8,124 in England and Wales; 712 in Scotland; 341 in Sweden, Norway and Denmark; 1,481 in France; 424 in Italy; 658 in British America, etc.

I have introduced these items because of the interest which every citizen of St. Louis feels in the industrial question. Gladstone estimates that the production of wealth in England during the seventy years between 1800 and 1870 equals the aggregate of the entire production of that country from the landing of Julius Cæsar—fifty-five years before Christ—down to the year 1800. And he further estimates the wealth produced during the twenty years after 1850 to equal that of the fifty years preceding. This gigantic result is the achievement of the use of steam and the application of discoveries in natural science to the mechanic arts. The domestication of animals—the use of the horse and the ox—increased man's motive power five-fold directly, and rendered it possible for him to accumulate and bequeath a surplus of the products of his labor to the generation which followed. The aggregate amount of productions that outlast the use of one generation and are handed down to the next, is now a hundred-fold what it formerly was, and hence each new generation inherits a wealth that its predecessor could only anticipate as a result of a life of toil. Permanent improvements descend from one generation to the next, and the gross amount of labor which they represent does not have to be created anew, but forms a ready capital which is the instrument for producing other capital. For these reasons, in a new country, it is comparatively difficult to make the first accumulations. But with the aid of steam this difficulty has diminished to such an extent that we see all around us the comforts of an advanced civilization in places which were settled within this generation.

TABLE V. PAGE CXvi APPENDIX.

Birth Places.

Children born in St. Louis.....	20,117
" " " Missouri, outside of St. Louis.....	1,981
" " " Elsewhere in the United States.....	6,092
" " " Foreign countries.....	1,734

Per cent. of total number Enrolled.

PUPILS, WHERE BORN.	1888-89	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-00	1900-01	1901-02
St. Louis.....	46	48	50	55	..	55	55	59	60	61	63	65	65	66
Missouri, outside St. Louis.....	7	6	7	7	..	7	8	8	9	8	7	8	8	7
Eastern States.....	2	3	2	2	..	2	2	2	2	1	1	1	1	1
Middle States.....	9	9	8	9	..	8	7	6	5	5	4	4	4	4
Southern States.....	4	4	4	4	..	3	4	2	3	3	4	3	4	4
Western States and Territories.....	14	14	14	14	..	16	15	15	15	15	15	13	13	11
British America.....	1	1	1	1	..	1	1	1	1	..	..	..	..	..
Great Britain.....	4	4	3	3	..	2	2	2	1	1	1	1	1	2
Ireland.....	3	2	2	1	..	1	1	1	1	1	1	1	1	1
German States.....	8	7	7	3	..	3	3	2	2	3	2	2	3	2
Other places.....	2	2	2	1	..	2	2	2	1	2	2	2	1	2
Total.....	100	100	100	100	..	100	100	100	100	100	100	100	100	100
Per cent. born in U. S.	82	84	85	91	..	91	91	92	94	93	94	94	94	93
" " in foreign countries.....	18	16	15	9	..	9	9	8	6	7	6	6	6	7

A reference to the last census of the United States shows that the above tables give very little clue to the real diversity of stock from which our population has sprung. In St. Louis county 226,811 are native born, and 124,378 foreign born. But 252,792 have one or both parents foreign—248,773 having foreign fathers, 241,564 having foreign mothers, and 236,545 have both parents foreign. Thus 113,644 of the population of our county, or about 34 per cent. only, are descended from parents, at least one of whom was born in the United States, and 66 per cent. of our population are descended from foreign parents.

In 1860 the census did not state the number born of foreign parentage, but gave the number born in foreign countries at nearly two thousand more than the native born.

CLASSIFICATION BY GRADES OF ADVANCEMENT IN STUDIES.

(Number belonging at the close of each Quarter)

SCHOOLS.	1870-1.				1871-2.			
	1st Quart'r	2d Quart'r	3d Quart'r	4th Quart'r	1st Quart'r	2d Quart'r	3d Quart'r	4th Quart'r
NORMAL SCHOOLS.								
Senior Class	11	10	19	19	16	15	23	23
Middle "	23	24	28	28	28	27	16	16
Junior "	28	27	23	23	19	17	18	17
Fourth "	53	45	32	32	24	25	30	28
Total	115	106	102	102	87	84	87	84
HIGH SCHOOL.								
Senior Class	47	47	44	42	30	31	26	27
Third "	44	42	41	40	74	71	67	58
Second "	120	114	113	99	138	132	123	113
Junior "	287	268	236	224	399	364	336	290
Total	498	471	434	405	641	598	552	487
DISTRICT SCHOOLS.								
No. pupils in seventh year of course.	529	514	456	446	624	592	571	513
" " sixth " " "	832	864	925	940	832	817	929	949
" " fifth " " "	1,032	1,303	1,427	1,287	1,172	1,515	1,664	1,489
" " fourth " " "	2,097	2,254	2,255	2,024	2,466	2,465	2,408	2,294
" " third " " "	3,693	4,165	4,013	3,605	3,812	4,341	4,458	4,010
" " second " " "	4,201	4,311	3,796	3,686	4,155	3,991	3,749	3,524
" " first " " "	5,899	5,257	5,895	4,896	8,080	7,134	6,689	5,889
Total	18,288	18,668	18,767	16,884	21,141	20,856	20,468	18,668
COLORED SCHOOLS.								
No. pupils in seventh year of course.	.....	1	.....	.....	.....	.....	.....	.....
" " sixth " " "	.....	.....	.....	.....	.....	10	10	16
" " fifth " " "	35	43	28	25	30	33	26	18
" " fourth " " "	115	113	78	71	91	85	83	108
" " third " " "	121	165	208	219	194	200	195	198
" " second " " "	234	253	229	169	234	233	225	169
" " first " " "	452	308	346	261	466	361	310	269
Total	957	983	899	745	1,015	972	849	759
Grand total	19,853	20,228	20,202	18,136	22,886	22,509	21,956	19,998

The following table shows the per cent. of pupils belonging to the respective grades of classification at the close of each quarter of the past three years :

Per cent. of Total Number belonging at close of quarter.

	Normal.	High.	DISTRICT SCHOOLS.						
			7th year.	8th year.	9th year.	4th year.	8d year.	9d year.	1st year.
1st quarter, 1860-70.....	.58	3.19	3.23	4	6	11	24	20	28
2d " " .....	.56	2.25	2.19	4	7	12	23	20	29
3d " " .....	.59	2.30	2.11	4	8	12	22	22	27
4th " " .....	.67	2.48	2.85	4	8	15	24	24	19
Average for year.....	.60	2.65	2.60	4	7	12½	23	21½	25
1st quarter, 1870-71.....	.58	2.51	2.62	4.20	5.28	11.15	19.22	22.34	32.00
2d " " .....	.52	2.33	2.55	4.27	6.65	11.70	21.41	23.06	27.51
3d " " .....	.51	2.15	2.26	4.58	7.20	11.55	20.89	19.97	30.89
4th " " .....	.56	2.23	2.46	5.18	7.23	11.55	21.09	21.26	28.44
Average for year.....	.54	2.31	2.47	4.56	6.61	11.49	20.65	21.66	29.72
1st quarter, 1871-72.....	.38	2.80	2.73	3.60	5.21	11.11	17.51	19.11	37.51
2d " " .....	.37	2.66	2.63	3.67	6.88	11.33	20.18	18.99	33.29
3d " " .....	.39	2.51	2.65	4.28	7.09	11.35	21.19	18.10	31.88
4th " " .....	.42	2.44	2.57	4.83	7.54	11.99	21.02	18.42	30.79
Average for year.....	.39	2.60	2.65	4.10	6.83	11.45	19.98	18.66	33.32

The average number of pupils in the lowest three years of the course was about 72 per cent. of the entire number enrolled. It was exactly the same for the year previous. The fact that nearly three-fourths of all the pupils of the public schools are in the studies of the first three years or in the primary studies, exhibits the importance of making the instruction in those years the most efficient possible. On the supposition that a large percentage of our population will receive no other school education than what they get from the primary grades, pains have been taken to make the course of study not only disciplinary, but comprehensive in the subjects taught. First, there is Leigh's System of Phonetics, which enables the child to read fluently in less than a year's time. Next, there is a course of oral lessons on Natural Science, in which every effort is made to interest the pupil and to give him a taste for investigation.

The lessons in natural science cover the three great kingdoms of natural science during those three years, embracing the more obvious features in (1) Botany; (2) Zoology and Physiology; (3) Natural Philosophy or Physics. What lies nearest him, his playthings, the phenomena of vegetation and animal life that he sees daily, are made subjects of reflection and explanation. He learns in these years to command the elementary combinations of number and the rudiments of Geography. He learns to write, and has lessons in drawing during the entire time. Remembering that he is all this while under strict discipline, and learning the moral lessons of punctuality, regularity, silence and industry, we cannot easily over-estimate the influence of these three years upon the development of the child. At this period, too, he is more plastic, and forms habits with greater readiness.

If we shall find ourselves able, by receiving the pupil at an age one year younger than at present, to retain him four years instead of three, the average school life of our community will be increased twenty per cent. Should an earlier admission to school be accompanied by an earlier withdrawal, there will be a general loss of school influence; for the three years from seven to ten are maturer and more valuable to the pupil than the three years from six to nine.

A very important topic is suggested here, which I reserve for full consideration in another portion of my report. I refer to the subject of promotions from grade to grade. The figures in the above tables indicate, with sufficient clearness, the fact that in the St. Louis schools promotion is made at all times during the year. Consequently, classes are to be found, at all times, at any given grade of advancement. The course of study is not *nailed to the calendar* in such a way that at a certain given time of the year the pupils are to be found in a certain grade, equally advanced on their way towards the next one. According to such a system, the intervals between classes must be a full grade, or nearly a year's time. Connected with this system is a practice of promoting only upon general examination, conducted by the Superintendent. Those who fail to pass this general test, are put back to begin the work of the grade over again. The greatest injury happens where pupils are discouraged by setting them back more than is necessary except for purposes of classification. The pupil degraded a year when he

needed only a quarter's review, if he returns to school at all, recommences his studies with the feelings akin to those of Sisyphus. For the first few months his work is so easy that he falls into loose, careless habits of study, and is entirely demoralized by the time he comes again to the difficult portion of the course of study where he failed before. He accordingly is quite apt to fail a second time. It is a moral failure quite as much as an intellectual one. The pupil with a dull intellect, if possessed of unflinching courage and perseverance, will always succeed. It is the weak wills that fail, and the problem to solve is how to manage our system of grading and classification so as to lose nothing in thoroughness, while we discourage as few as possible. It is quite easy, by a system of severe tests and degradation attended with disgrace, to thin out the classes in higher grades of our course of study very materially. It is, on the other hand, easy to make our standards of promotion so lax as to take away at once the significance of such promotion, and to render thoroughness of instruction impossible on the part of our teachers.

The exact status of our system, and an account of the experiments made to determine what course to pursue, will be given in another place.

TABLE VIII. PAGE CXXII APPENDIX.

German-English Instruction.

YEARS.	No. Schools having German-English classes.	No. of Teachers.	Average No. of Pupils belonging.		
			German- American.	Anglo- American.	Total.
1864-65	5	5	....	....	450
1865-66	7	8	....	....	710
1866-67	9	10	....	....	1,446
1867-68	14	17	1,887	589	2,476
1868-69	19	25	3,461	379	3,840
1869-70	33	38	5,709	504	6,213
1870-71	37	46	6,951	1,114	8,071
1871-72	41	53	8,702	1,544	10,246

The above table shows a constant increase from year to year in the number of pupils studying German. The most noteworthy change during the past year has been the tendency of pupils in the higher grades to commence the study of German. By an act of the Board, German was made one of the alternative studies required for admission to the High School. The result has been that many Anglo-Americans have taken up and continued the study. This number has increased from 504 year before last, to 1,544 the past year. Formerly the course of study acted in such a way as to discourage pupils from taking up German in the higher grades, and the start acquired in the lower grades was rendered of little use by the neglect of the same when the pupil had arrived to the mature stage where it could be of some profit to him.

The average number of German pupils in each grade during the past two years has been as follows :

	1870-71.		1871-72.	
	No. of Classes.	No. of Pupils.	No. of Classes.	No. of Pupils.
I. Grade (seventh year of District School).....	13	210	18	331
II. Grade.....	10	133	13	210
III. Grade.....	37	688	55	1,079
IV. Grade.....	41	747	43	799
V. Grade.....	67	1,406	84	1,891
VI. Grade.....	106	2,584	106	2,655
VII. Grade.....	66	2,324	76	2,281

TABLE VI.—PAGE CXXVIII APPENDIX.

Enrollment, Attendance, and Cost of Instruction.

A comparison of these items in the day schools for the past fifteen years, may be seen in the following table :

Years.	WHOLE NUMBER ENROLLED.			Average No. Belonging..	Average Attendance.....	Per Cent. of Attendance..	Per Cent. Attendance on Total Number Enrolled..	Average No. of Teachers.	Av. No. Pupils belonging to each English Teacher.	Average Cost of Tuition per Scholar.....	Av'ge Cost Incidentals.	Total Cost per Scholar.	Av'ge Amount of Teachers' Salaries.....
	Boys.....	Girls.....	Total.....										
1871-72	15,085	15,209	30,294	22,010	20,479	93	67	534	46	\$18.53	\$2.28	\$20.82	\$763.88
1870-71	13,688	13,899	27,587	19,884	18,428	93	67	487	46	18.33	2.49	20.82	748.51
1869-70	12,175	12,172	24,347	17,670	16,277	92	67	411	48	16.85	2.05	18.90	704.98
1868-69	10,757	10,429	21,186	15,282	14,218	93	67	340	49	15.86	2.03	17.89	711.84
1867-68	9,246	9,214	18,460	12,281	11,848	93	64	278	46	15.51	2.13	17.64	713.00
1866-67	7,830	7,461	15,291	10,754	10,029	93	66	200	47	14.85	1.99	16.84	725.77
1865-66	7,256	7,300	14,556	9,593	8,846	91	61	204	47	15.15	3.98	19.13	712.77
1864-65	6,960	6,966	13,926	9,090	8,121	90	58	184	48	13.31	3.86	17.17	657.04
1863-64	6,139	6,210	12,349	7,715	7,058	91	57	162	48	11.17	2.49	13.66	532.35
1862-63	4,116	3,989	8,105	5,272	4,752	91	58	111	50	.....	.....	11.19	465.65
1861-62	2,909	2,878	5,787	3,654	3,364	93	58	76	48	12.59	1.40	14.00	605.64
1860-61	6,347	5,819	12,166	8,098	7,407	92	61	167	49	9.63	1.83	11.48	409.52
1859-60	5,933	5,409	11,342	7,040	6,422	91	56	158	45	12.16	2.35	14.57	583.20
1858-59	5,342	4,769	10,111	6,253	5,739	92	57	140	45	13.29	3.87	17.16	583.51
1857-58	5,058	4,711	9,769	5,814	5,361	92	55	123	47	11.65	2.95	14.60	550.75

The increase of pupils of last year over the year previous is 2,707 in the number enrolled, and 2,051 in average daily attendance.

An analysis of the cost of tuition exhibits the following results :

Tuition based on average daily number belonging.

Normal School—per pupil.....	\$91.36
High and Branches—per pupil.....	53.63
Average for the Higher Schools—per pupil.....	\$58.53
For District Schools—per pupil.....	16.92
Average tuition per pupil for all Schools.....	18.53

The above estimate is made on the supposition that each pupil was a member of the school 200 days in the year. The actual average attendance of each pupil was 134 days, and on this basis the rates of tuition are as follows :

Tuition based on whole number enrolled.

Normal School—per pupil.....	\$57.84
High and Branches—per pupil.....	42.23
Average for Higher Schools.....	\$44.67
For District Schools.....	11.36
Average for all the Schools.....	12.49
After deducting the cost of extra music and writing teachers (\$0.24 per pupil), and German teachers (\$1.24 per pupil), the average cost for each pupil is.....	11.01

Inasmuch as the average attendance on each teacher in the primary grades is much larger than in the higher grades, the cost is there much less. In the three lowest grades (or years) the tuition costs less than \$7.00 per annum. The rationale of cheap tuition is based on three things: first, cheap teachers; second, the assignment of large numbers of pupils to each teacher; third, the regularity of attendance. It is obvious that all these items affect the quality of instruction. Very cheap teachers (*i. e.*, who are paid very low salaries) are likely to be dear at any price. They are lacking in respect to discipline, and then their pupils acquire immoral habits, such as irregularity, indolence and dishonesty; or they lack in qualifications for instruction, and in this case the *memoriter* system of instruction is practised, and pupils are made to cram into their memory-pouches quantities of crude material that is never to be digested. Again, the number of pupils assigned to each teacher is an item needing very careful adjustment. In the first three years of the pupil's career as many as sixty may be assigned to each teacher, if in large and well-graded schools. If the schools are small, they are apt to be poorly graded, and be unable to form large classes without doing violence to the capacities and attainments of the pupils. If too many pupils are assigned to a teacher, there is not time enough given for recitations, to allow a thorough discussion of the lesson in all its aspects, and the consequence follows that the lesson becomes a mere repetition, on the part of each pupil, of what was learned from the book. Finally, irregularity injures the quality of instruction as well as increases the cost of tuition, when measured by the standard of average attendance.

As regards the salaries of teachers, St. Louis labors under some disadvantage, arising from the following circumstance: While other cities, like Chicago, Cincinnati, Philadelphia, Boston and Baltimore, have a much larger percentage of their population in school than St. Louis at this date, in former years the case has been much worse than now. Twenty years ago the proportion of the population attending school in those cities averaged twice the number that St. Louis had. The consequence of this is, that there is a far greater proportion of well educated adults in those places from which to recruit the profession of teacher. Our Normal School has not hitherto supplied over forty per cent. of the demand for teachers. That

this state of affairs is improving is true, but it will require several years to entirely remove this disadvantage.

In the following list of cities several are in the same circumstances as St. Louis, as regards a home supply of teachers:

	Year of Report.	Cost of Tuition per Pupil.
Chicago.....	1871-72,	\$19 54
Memphis.....	1871-72,	20 74
New Orleans.....	1867-68,	18 76
Louisville.....	1869-70,	19 46
Cincinnati.....	1871-72,	20 02
Boston.....	1870-71,	20 19
New York.....	1870-71,	18 91
San Francisco.....	1871-72,	21 26
St. Louis.....	1871-72,	18 68

THE NORMAL SCHOOL.

Four years ago I printed a complete list of the graduates of our Normal School. There were then (at the close of 1868), 189 graduates, all told, and of these 130 remained in the schools as teachers. I, this year, reproduce the list corrected up to date. [Date of going to press, March, 1873.] The names of those still in our corps of teachers is indicated by a star attached to each.

GRADUATES OF THE NORMAL SCHOOL.

1858.

Amelia Child,*	Halcyon Child,*	Mary Ann Gamewell,	Anna Jane Love,
		Sarah Frances Warren.	

1859.

Susan I. Cochran,*	Sarah Ann Heath,	Julia Moore,	Ellen V. Potterfield,
Lucy B. Robinson,	Medora Sutherland.		

1860.

Gilbert L. Hall,	Mary A. Castelhun,	Frances C. McCulloch,	Clara Poorman,
Ernst Muller,	Kate F. Donaldson,	Esther H. McClure,	Laura E. Salisbury,
Eben Whitney,	Jane C. Gostorf,	Maria L. Moulton,	Sarah H. E. Stewart,*
Albertine Albits,	Sarah Grizzel,	Emma Mumford,	Laverna C. Stone,
Rosena G. Albits,	Marion Hammond,	Elizabeth L. Nason,*	Margaret T. Wallace,
Caroline L. Bryant,*	Margaret E. Harkness,	Henrietta S. Ordes,*	Ella Wells,*
Gazena Brourink,	Jane Augusta Holm,	Julia C. Ordes,*	Fidella H. Wright,*
	Rose E. Wright.*		

1861.

Thomas A. Jones,	Harriet Jane Cale,	Josephine Desloge,	Eugenia A. Higdon,
Sarah Jane Bacon,*	Ellen E. Campbell,	Ellen Devoy,*	Susan Hoffman,
Ellen Jane Lynch,	Sarah Maria Mills.		

1862.

William McCarty,	Mary S. Concannon,*	Jane Halliday,*	Susan Mills Platt,*
Harriet A. Bartling,*	Ann Jane Forsyth,	Louisa A. Hoelsle,	Kate Severson,*
E. E. Concannon,	Hope Goodson,	Mary Jane McGowan,	Carrie Shawk,
	Lizzie Dale Willson.		

1863.

Mary L. Babington,*	Sallie Clevenger,	Clara Hoelsle,*	Annie N. Steele,*
Abbey F. Bacon,	Amanda Julia Engler,	Alice C. Huth,*	Letitia A. Stewart,*
Leah V. Barrett,*	Mary A. Farnau,*	Cecilia M. Jaquish,	Harriet E. Thurber,
Alice Mary Beeson,	Mary E. Greene,	Anna J. Kimball,	Marion M. Van Court,
Annie E. Childs,	Mary A. Henderson,	Caroline E. Parkinson,	Mary E. Whitney,
Cecilia Mallinckrodt,	Julia Adela Ives.		

1864.

Mary A. Alexander,*	Mary Jane Fox,*	Mary Ellen Lackay,*	Adelaide Tooker,*
Sarah Medora Cadien,	Emma Louisa Hayt,	Ellen V. McIlvain,	Frances B. White.
Mary Alice Clackner,	Helen M. Jennings,	Mary Eliza Teed,	

1865.

Helen Sarah Ayers,	Sophie T. Martin,*	Mary M. Henderson,*	Elizabeth Moerschel,*
Helen Berry,	Jane R. Goodfellow,*	Mary V. Lowry,*	Louisa J. Revington,*
Alice Fitca Coleman,	Louisa A. Hackman,	Mary Banks Mattox,	Maria Esther Secor,
Amelia T. Flaherty,*	Mary Eliz. Harlock,*	Sarah Ann McBrine,*	Sarah E. Zimmerman,
	Elizabeth Hayr,	Margaret McMurray,	

1866.

Mary I. Atkinson,*	Sarah R. Handy,*	Mary Saxton,	Josephine M. Hunt,*
Melinda Calvert,*	Marg't Henderson,*	Helen H. Smith,*	Mary J. Joslin,*
Annie Cunningham,	Mary E. Hughes,*	Margaret Steel,*	Margaret Kennedy,
Malvina Dandridge,*	Josephine Langelier,*	Sarah A. Stephens,*	Pauline Knoblauch,*
Anna R. Dodge,	Lucy A. McGready,*	Martha M. Wallace,*	Martha A. Walls,*
Emmia P. Gomes,	Ann E. Sawyer,	Melinda Wallace.*	Elizabeth Waugh,*
	Mary L. Williams.*		

1867.

Emma V. Allen,	Emma H. Eastman,	Emma E. Haus,	Mary C. Sailor,*
Elizabeth Barry,	Amanda Ford,	Mira M. Logan,*	Georg'na E. Skillman,*
Alice V. Brison,*	Elizabeth Eorsyth,*	Lucy A. Mitchell,	Eliza C. Treadway,*
Mary J. Camp,	Harriet M. Garnett,	Angeline E. Nance,	Sarah E. Warner.*
	Louisa B. Gould,*	Mary Niggeman.*	

1868.

JANUARY.

Margaret Bell,*	Jane Conn,	Ulala C. Hare,*	Melina S. Rutherford,*
Eliza D. Collins,	Jemima Forsyth,*	Mary E. Rains,*	Ella R. Thomas,*

JUNE.

Jessie R. Barnes,	Annie P. Garrett,*	Emma C. Lynch,*	Lucy A. Shryer,
Lucy W. Bland,*	Hypatia Hinchman,*	Susie McKibben,	Hannah J. Skillman,*
Elvira P. Brook,	Julia M. Kelly,	Louise V. Musick,*	Phoebe J. Story,
Johnanna Cline,*	Louise S. Lange,*	Elizabeth Neely,*	Catharine Straub,*
Isabel M. Davie,*	Jessie R. Lague,	Elizabeth Parkhurst,	Julia E. Treadway,
Catharine Fay,*	Elizab'th M. Mathews,	Jane A. Shepherd,	Charl'te H. Woodruff,*

1869.

JANUARY.

Jean'te A. Burnside,*	Elonora N. Harman,	Maria N. Look,	H. E. Pond,
Josephine Eberman,	Harriet I. Hudson,*	Wilda McKinney,	Emma P. Simmons,*
Isabella J. Thompson,*	Alice M. Williams.*		

JUNE.

Anna Alexander,*	Mary A. Fay,*	Charlotte McBurney,*	Nell Parvin,*
Margaret F. Baker,*	Ella F. Flick,*	Mary McIlvaine,*	M. A. Sommers,*
Ina Bartlett,*	Mary A. Hogan,*	Cecilia Michael,	Kitty Van Court,*
Alice M. Carpenter,	Joanna Hollohan,*	Louise Miller,*	Lillian Waters,
Frances E. Clayton,*	Margaret King,*	Laura F. Nieters.*	

1870.

JANUARY.

Alice E. Blakeslee,*	Martha E. Cuolahan,*	Eliz. M. Goodfellow,*	Elizb'th B. Spalding,*
Mary A. Boswell,*	Caroline Douglass,*	Margaret K. Slater,*	Jennie L. Whedon,*
Lizzie M. Bryant,*	Clara J. Gillies,*	Alice D. Smith.*	

JUNE.

Isabella M. Andrews,*	Kate M. Buckley,*	Minerva F. Joslin,*	Emily Stephens,*
Leora E. Baker,*	Mildred A. Carpenter,*	Julia M. E. Long,*	M. W. J. A. Stephens,*
Isabella D. Benedict,*	Margaret E. Fowler,*	Anna H. Marsh,*	Anna M. Trumbull,
Clementina Boos,*	Amelia C. Fruchte,*	Nannie M. Mitchell,*	Lida J. Trumbull,*
Cassie D. Brook,*	Anna L. Gannett,*	Martha J. E. Niehaus,*	Elizabeth A. White,
Ottillie Bruns,*	Martha J. Gilbraith,*	Mary L. Raffety,*	Emma Williams.*

1871.

JANUARY.

Laura C. Alvord,*	Mary E. Dean,*	Catharine E. Histed,*	Eliza E. Parks,*
Mary B. Brennan,*	Emma C. Hall,*	Mary Morgan,	Ada Shinkle,*
Myra M. Ware,*	Addine A. Williams.*		

JUNE.

Emma L. M. Barnett,*	Elizabeth Colligan,*	Sophia White,*	Margaret E. Gallier,*
Georgiana G. Welles,*	Elizabeth M. Dale,*	Ida B. Timberlake,*	Amelia C. Haase,*
Henrietta M. Bryan,*	Laura Dean,	Lucy K. Wilson,*	Annie Meyer,*
Margaret S. Coghlan,	Mary L. Spies,*	Catharine A. Flynn,*	Sarah R. Mitchell,*
	Ella D. Shade.*		

1872.

JANUARY.

Emma M. Banister,*	Adelaide Caldwell,*	Margaret A. Hines,*	Ella O'Connell,*
Caroline A. Blount,*	Caroline Erwin,*	Amelia F. Holland,*	Jennie Parker,*
Parthenia J. Brady,*	Annie A. Fox,*	Mary E. Kelly,	Louise T. Rowe,*
Ella M. Brown,*	Mary E. Green,*	Eliza M. Mulholland,*	Bertha J. Schneider,*
	Mary Steel.*		

JUNE.

Georgiana F. Berry,*	Emma L. Denham,*	Susan Kinkoad,*	M. Anna Nowlin,*
Julia A. Brennan,*	Elizabeth M. Hunter,	Lucy Kitchen,*	Gertrude V. Rich,*
Emma F. Cleaver,*	Henrietta T. Hynson,*	Helen M. Kuhn,	Ella F. Sterns,*
Emma K. Curtis,*	Anna J. Kelley,*	Edna McKinney,*	Pauline J. Thomas,*
Annie Davis,*	Mary W. Kennedy,*	Sarah J. Milligan,*	Francis Thompson,*
Emma F. Trumbull,*	Mary Wood.		

It will be seen that the number of Normal graduates in the preceding list is 318, of whom 196 are still counted in our corps of teachers. At the time of printing the list there are 577 teachers in the whole corps, and of these one in three is a Normal graduate.

Conditions of Admission.

It having been found that among the applicants for admission to the Normal School were many who did not possess sufficient maturity of mind to enable them to profit by the course of study therein pursued, the age required for admission was increased from sixteen to seventeen years. Subsequently the requirements for admission were made still more difficult by the addition of Algebra to the examination list. In November, 1871, a plan was submitted by which to gain, for the Normal School, some of the advantages of the culture which the High

School gives to its pupils, by encouraging pupils who intended to take the Normal School course to first attend the High School a year or more. The conditions of admission as adopted (December, 1871), were as follows :

I. For pupils of the St. Louis High School.

Pupils from the St. Louis High School will be admitted into the Normal School *without examination*, provided their record in scholarship and deportment has been satisfactory in the High School, as follows :

Pupils who have completed two quarter's work of Junior Class, High, into Fourth Class, Normal, if 16 years old.

Pupils who have completed whole work of Second Class, High, into Junior Class, Normal, if 16 years 6 months old.

Pupils who have completed whole work of Third Class, High, into Middle Class, Normal, if 17 years old.

Graduates High, into Senior Class, Normal, if 17 years 6 months old.

Provided they enter at the beginning of the first or third quarter of the scholastic year.

II. For all *other* applicants :

(1.) They must be at least 17 years old.

(2.) They must pass a satisfactory written examination in Spelling, Arithmetic, Geography, (Physical and Political), English Grammar, History of the United States, and the Elements of Algebra, and an Oral Examination in Reading.

III. *All persons* must, before admission, sign, in good faith, the following pledge :

I, the subscriber, hereby declare that it is my intention to devote myself to the business of teaching in the Public Schools of St. Louis for at least two years; that my object in resorting to this Normal School is the better to prepare for myself for this important work. And I furthermore declare that I intend to continue in the Normal School during the time required for my graduation, unless honorably discharged by the Committee.

This change in the conditions of admission necessitated a material change in the course of study in order to adapt it to pupils entering from the High School course. This change consisted in placing the culture studies mainly in the first year, and in making the course for the second year mainly a review of common branches taught in the District Schools, with special reference to the methods of teaching the same. The extent of the change will be obvious from the following programme :

Course of Study in Normal School.

FOURTH CLASS. Time Twenty Weeks.	JUNIOR CLASS. Time Twenty Weeks.	MIDDLE CLASS. Time Twenty Weeks.	SENIOR CLASS. Time Twenty Weeks.
Reading.....		Teaching Exercises...	Teaching Exercises...
Physiology.....			Reading.....
Algebra.....	Algebra.....		
History (General).....			
Latin.....	Latin.....	Latin.....	Latin.....
Writing.....			Writing.....
	Geography (Physical).....	Geography (Physical).....	Geography (Political).....
	Geometry.....		
	Natural Philosophy.....		
		Arithmetic.....	Arithmetic.....
		Constitution U. S.....	
		English Literature.....	
		Theory & Art of Teaching.....	Theory and Art of Teaching.....
			Grammar Review.....
Zoology.....	Zoology.....		
Composition.....	Composition.....	Composition.....	Composition.....
Drawing.....	Drawing.....	Drawing.....	Drawing.....
Singing.....	Singing.....	Singing.....	Singing.....
Spelling.....	Spelling.....	Spelling.....	Spelling.....
Mental Arithmetic.....	Mental Arithmetic.....	Mental Arithmetic.....	Mental Arithmetic.....
Calisthenics.....	Calisthenics.....	Calisthenics.....	Calisthenics.....

All recitations are conducted with special reference to the modes of teaching the branch of study under consideration. Teaching exercises in all studies are required in the Fourth and Junior Classes to be given to the class. The teaching exercises indicated in the Middle and Senior Classes are before the whole school.

The following items of information regarding admission to this school may be of general interest:

This Normal School is intended exclusively for the education of young ladies who intend teaching in the St. Louis Public Schools, but it is open to persons from any section of the country. Tuition is free, and all text-books are furnished for use free of charge. Pupils must provide themselves with stationery and note-books.

The regular examinations for entrance are on the first Monday in September, and on the first Monday of the third quarter—twenty-one weeks afterwards. Candidates who are unable to be present at the regular examinations may be examined at any time, but it is very desirable that they apply on one of the above-mentioned days.

Classes graduate twice a year—in January and in June. Diplomas will be awarded by the authority of the Board of Directors to those who complete, in a satisfactory manner, the course of study, and exhibit sufficient energy to warrant a reasonable expectation that they will make successful teachers. All graduates obtain places in the St. Louis Public Schools without any

further examination — the receiving of a diploma being equivalent to an appointment.

The time required for completing the full course is two years. Persons who have had experience in teaching are, in rare cases, admitted into the higher classes, and thus enabled to graduate in less time. The value of the school, however, consists not more in the imparting of information obtainable from books than in its training in the habits and methods requisite to a good teacher; and this, it is evident, cannot be given in a few weeks, or even months.

As might be expected, the elevation of the standard of admission in the two respects here named, diminished the number enrolled in the school materially. While the enrollment of the year 1870-71 was 151, that for 1871-72 was only 139, and the average number in attendance was about thirty less than the previous year. No permanent decrease of numbers will ensue, however, from this measure, inasmuch as the pupils heretofore obtained directly from the District Schools will visit the High School for a few quarters and then apply for the Normal, with a prospect of sustaining themselves far better in the ordeal which they find there.

Resignations.

At the close of the second quarter of the scholastic the Principal and 1st Assistant of the school tendered their resignations, to take effect at the commencement of the fourth quarter. The thorough and conscientious performance of the duties of one of the most responsible positions in the Public Schools for a long period of years, has made Miss Brackett so well known in this community and throughout the country, that she needs no testimonial here. Miss Eliot had proved her excellent qualities in management, and instruction in all the positions to which a vice-principal may be called. In reporting these resignations to the Board in February, the Teachers' Committee say:

"The two last-named resignations are to take effect at the close of the third quarter of the present scholastic year, on April 5th. In view of the long-continued and efficient services of these ladies — Miss Brackett having presided over the Normal School for nine years, and proved herself in every way equal to the arduous duties incident to the position, while Miss Eliot has filled the position of 1st Assistant in that school for four years, with unexceptionable credit to herself and good to the school — your committee recommend the adoption of the following resolutions:

“Resolved, That in receiving the resignations of Miss Anna C. Brackett, Principal of the Normal School, and of Miss Ida M. Eliot, First Assistant of the same school, we take occasion to express our regret at parting with teachers who, like those named, have uniformly given satisfaction by their zealous and efficient services in elevating the standard of education in this city.

“Resolved, That this Board takes pleasure in bearing testimony to the distinguished ability of Miss Brackett and Miss Eliot, and extends hereby to them its good wishes for their future welfare, and prosperity in their undertakings.”

For the remnant of the year the school was conducted by Miss Cora Small, Acting Principal, assisted by Miss Joanna Hollohan, in a manner entirely creditable to these ladies. Miss Grace C. Bibb, a teacher of excellent record in Chicago and other cities in Illinois, where she has taught in High Schools, having achieved a high standing in our own schools in the few months that she had belonged to our corps of teachers, was appointed to fill the vacancy occasioned by the resignation of Miss Eliot. At the close of the year the Board secured the services of an able and accomplished educator—Mr. Louis F. Soldan—to fill the principalship for the ensuing year.

In the absence of a regular annual report from the Principal, I introduce here the semi-annual report made by Miss Brackett at the close of the second quarter, on the occasion of the graduating exercises of the Senior Class, January 27, 1872. I have already given a list of the graduates in both classes for the year:

REPORT OF THE PRINCIPAL.

Mr. President and Gentlemen of the Board of Public Schools:

As the numerical statistics of the Normal School for the current year have already been once presented to you by the Superintendent, and moreover as the school is now before you to answer for itself, I will, with your permission, omit the usual statistics, and pass at once to a brief consideration of topics of a more interesting nature.

Your Board have, during the last quarter, adopted a change in the order of studies pursued. The new course, going into effect, as it will, with the quarter to begin January 29, will undoubtedly—though it merely transposes the old studies, adding only one (Zoology)—produce a marked effect on the school.

As you are well aware of the character of the new plan, it is needless to speak more fully of it further than to say that, though differing from the course generally pursued in other Normal schools, it seems to be one of the best adapted to the circumstances of the school under your care. The new conditions of admission adopted last year by your Board rendered the change in the order of studies imperatively necessary. When a school, which is intended to fulfill a special purpose, is made a part of any general system of schools, great danger always exists that it will, simply because of its special work and needs, be thrown out of gear with the general machinery of the system.

Such danger attends all Normal schools which are a part of the educational facilities of a large city. The history of city Normal schools, as a general thing, will go to show, I think, that unless very carefully guarded they have been gradually destroyed as distinctive schools. To prevent this, their requisitions must be made to suit the changed conditions which years bring; and while their character as special schools must be jealously preserved, they must be made to work harmoniously with the great chain of which they form the last link. Since October, 1857, when it was organized, or rather since January, 1863, when after a suspension of work it again assumed an independent place, the conditions under which your Normal school must work have essentially changed. A new life has been breathed into the city. The population has wonderfully increased. Business has taken on a new activity, and the school system has scarcely been able to keep pace with the rapidly expanding needs of this great central city. The demand for teachers is greater and more continuous. The peculiar advantages of the constitution of your Board (so widely differing from that of other cities) for independent action, and the wise organization and management of your great system of schools, attract teachers of experience from other sections of the country. As the schools increase, complications multiply. Competitive examinations for appointment are more frequent, and the filling even of temporary vacancies demands much time and thought. The Normal school, in its intermediate position between pupils and teachers, has not failed to feel the result of these complications, more, perhaps, than any other school. Subject, as it is, to pressure from parents on the one side, and from the rising demands

of the schools as to teachers on the other; forced as it is to decide the question of probable success or failure, and obliged, for the sake of its own self-respect and usefulness, to hold to its special and distinctive character, it has not been without its full share of harmful collisions. Under the circumstances in which it has found itself placed, it has been impossible always to avoid them. But it is hoped, now that the difficulties have been, by your new arrangements, in a measure at least surmounted, that hereafter more harmonious working may be the result.

The institution of the State—that involuntary creation of rational man, to which he nevertheless voluntarily submits himself—aims to attain his highest good, and not to restrain, but to secure his greatest liberty. The republican State, through the simple instinct of self-preservation, must provide for, nay, must even enforce the education of its people. It therefore founds the free public schools, investing its money in them as in the institution which will return the largest dividends of property, riches and power. It crowns them with the High school, which inspires and upholds the rest, and then, following the example first set by Prussia in 1735, and since imitated by all the principal countries of Europe, it establishes the Normal school, and thus closes the circle.

But the Normal school can thus close and complete the circle only by maintaining its character of a special school for the training and developing of teaching-power. The inter-dependence between it and the other parts of the school system, if it does this, is perfect and harmonious. The other schools give to it the requisite materials for its pupils, and it, in its turn, sends back to them enthusiasm and power in its graduates for their teachers. A grand unity of purpose, then, runs through the whole system, vivifying every part.

Public school teachers are inevitably moulded by the inspiring influence of the great cause in which they work. Their success and influence are never simply their own, are never wholly the result of their own individual power and presence. Behind them and through them works a greater power—stands a more potent authority. The power of the great united purpose and intent of the State passes into them, and controls and teaches the pupils under their charge, with or without their will, like the inspiration of the Pythian priestess through whom Apollo

spoke. This is true to a certain extent even when they do not recognize it; but when they do—when they realize the greatness of their task enough to sink all personality in its execution, and when they consciously work in harmony with the great power of which they are only the representatives, their word becomes incalculable in its effect.

From time to time during the nine years that your Board have intrusted the Normal School to my charge, I have endeavored to show what should be the special characteristics of a Normal school, as differing from the others. Holding fast to the conviction that it should differ essentially from all others in its details of teaching and government, I have again and again attempted in words, and daily and hourly in the school itself by deeds, to make clear this idea.

There has been in its management always a conscious effort after a clear statement of this, and yet to-day it would almost seem to me as if the greatest and most valuable work of the Normal school is, perhaps, to give to its pupils some sense of this great and noble end, for which as humble instruments they are to work—to burn into them the truth that, when they enter the ranks of the public school teachers, they are working not alone for individual gain or profit, either material or spiritual, but for an end that far transcends all their petty individuality, and in the success of which any success of theirs, as personal, sinks into utter insignificance. If this has been done, all has been done. Without the inspiration of some such great object outside of self, no great soul can work at all. Without it all work, in whatever sphere, must necessarily only narrow and enfeeble the worker. But with it, in whatever work one is engaged, a noble success is assured, for one works then in conjunction with the infinite forces that are beyond all possibility of failure.

If the Normal School has made its pupils recognize this in ever so small a degree, it has tended to fill the whole system of schools in St. Louis with sound and healthy vitality, and in having done this it has achieved its end.

I present to you to-day the fourteenth class which I have recommended for graduation, sure that while you will demand of them final success in their future work, your judgment and patience will allow sufficient time fairly to test their work before deciding as to their value."

THE HIGH SCHOOL.

On pages 24 and 25 are given statistics showing that the actual number of pupils in the High School amount to about two and a half per cent. of the number in all the schools. But as it takes nine years for a pupil to pass from the lowest primary grade to the second class of the High School, it will be seen that the present members of the High School represent the classes that entered the primary grades nine years ago, when the total number of pupils in said classes was about 3,000. This would seem to indicate that about one pupil in four that enter the District Schools, reaches the High School.

As the High School is an index of the effort made on the part of the community to supply itself with its own directive power, the record of its prosperity forms one of the most interesting phases in the yearly exhibit of the school system. In another place I have mentioned the grounds for the great importance of the course of study for the lowest three years in the District Schools. Nearly three-fourths of all our children are in those years. But although the higher grades of schools are comparatively thin in numbers, inasmuch as they furnish the training for the directive power of the community, they are as indispensable as the primary school. In fact, if one appeals to history he will find everywhere the fact that peoples have realized first the importance of educating the governing classes of the community. The universities and colleges have lent their aid to furnish educated intelligence for the use of the State and the Church, and they have accordingly been the first to receive support from the public treasury. The education of the people as a whole is a quite recent idea. It springs from the idea that in the people as people is lodged the power of self-government, or, at all events, it will soon lead to that idea if practiced. Some hold that a democracy should undertake to provide only an inferior sort of education and exclude all higher courses of study as being only for those who are wealthy enough to pay for the same. Free schools held strictly to this principle become "ragged schools," and it soon becomes the practice for

all people who can afford it to send their children to a "pay school." By this arrangement the distinctive advantages of our Public School system would be lost. The poor, if they have the national characteristic, self-respect, refuse to receive a boon thrown at them in that style. They, consequently, prefer to grow up in ignorance. The development of two distinct classes or layers in society, by this means, is a deplorable event. But it is a direct contradiction of the idea on which our democratic self-government rests; for according to this we are to have a government of all the people, for all the people, and by all the people, and not a government of all the poor people by a few of the people who are rich. If all are not allowed free access to the culture for the training of directive intelligence, it is a mere farce to call it a government by all of the people.

Historically, nations have supported their highest schools at public expense first. The United States has not furnished an exception to this general rule, although when the question of completing the links between the common schools and the highest institutions has been agitated, there has been some opposition, and the right of the State has been called into question.

That it is expedient to support a High School for the sake of improving the quality of the lower schools is a sufficient practical basis for defending its establishment. Unless a single standard of measurement is furnished by which the work of the lower schools is measured and regulated, a city cannot be said to have anything like a system. The annual expense of the High School department is, perhaps, ten per cent. of the entire amount expended for the whole system. Its effect in improving the value of the work done in the lower grades must be reckoned at three times its actual cost. If one were to compensate for the want of a High School at the head of a system of schools, he would find it necessary to pay out in increased salaries and other appliances, at least three times as much money as a High School would cost.

Aside from the economic value of a High School as a means of improving the lower schools, there is another basis requiring its establishment. If a community does not educate its own directive power, it must import it and pay a high premium for it. There is no escape from this. Here it does injustice to its native talent by allowing it to develop without those educa-

tional aids which, if added to it, will enable it to achieve the highest performance. It does another injustice to itself in its neglect to provide itself with insight enough to see the opportunities with which it is surrounded. Educated intelligence can do more than fill positions already created; it can discover opportunities and make combinations which create possibilities of wealth and prosperity where none could be seen before.

Of what nature is this service which educated intelligence is said to achieve, and what relation has it to a High School? An examination will show.

All school education gives command over instruments by grasping them in their elements, stripping off what is accidental to them, and considering them in their universal or general forms. In other words, it gives *science*, while practical experience merely gives *art*, or some particular application of a principle. In the primary school science is learned in its most rudimentary shape; in the higher grades, the mind gathering strength, is able to seize the principles in a purer and more general shape. In proportion to the breadth of generalization the depth of insight increases; by generalization the mind sees the possible in the limited particular fact before it. The higher his culture ascends in the schools, the more the pupil is able to see in an ordinary fact. The fall of an apple is a fact to the swine that runs to devour it, to the uneducated peasant who notes the fall and ascribes it to the wind, and to the Isaac Newton who sees in the fall of the apple the entire fact of the physical universe. The difference here consists in power of generalization.

At the beginning and on through the entire course of study, two directions of culture are marked out which lead in opposite directions. Both are essential, however, for the education of the citizen in the nineteenth century.

First, there is the power of combination which enables man to control the physical world. In order to accomplish this, he must learn to *quantify* it—break it up so as to number it and measure it, or compare its quantities one with another. The science of Mathematics gives him absolute control of the prime forces of all nature as existing in time and space, and by the application of Mathematics he can manage to obtain the natural productions for food, clothing, and shelter; to manufacture them, and

to transport them for consumption. Without Arithmetic (which is taught in our primary schools), what could a man be or perform? If he could not even count—and counting is the most elementary form of quantification—his ability to make combinations would scarcely suffice to elevate him above mere animals. The higher Mathematics, as taught in the High School, enable the pupil to make material combinations which as far surpass those of the pupil in the primary school, who knows only Arithmetic, as the combinations possible to the latter surpass those of a mere savage.

The second power of combination is that which enables man to combine with man, to form a community and to rationally profit by it. Through the combination of men into communities and States, all that we call civilization becomes possible. In the school, the elements of this sort of combination are learned in mastering the conventional means of rational communication—Reading and Writing. These lead to the mastery of higher elements of combination—a study of Grammar and a study of Literature. By these man learns the forms of thinking which his fellow-men use, and the sentiments which they feel, and the motives which they allow to govern their actions. Without a knowledge of the art of Reading and Writing, one is limited to oral speech and the accidents of the time and place in which he lives exercise an overpowering influence in fixing his life. With simply the power to read and write he can, with the time at his command, make himself the master of the thoughts, feelings, and deeds of myriads of his fellow-men, to whom he were otherwise denied access altogether. And this combination which he accomplishes through the printed page is with the noblest and best, while his personal acquaintance is limited to a few quite ordinary people. In the High School, Literature, Foreign Languages, Ancient and Modern History, Logic and Philosophy, give the pupil a consciousness of the moving springs of humanity and increase, just to that extent, his ability to direct others and to form combinations of men for the welfare of the community. Here one finds the answer to the often asked question, what is the use of Latin, or of other dead languages? Schopenhauer says somewhere, that “a man who does not understand Latin is like one who walks through a beautiful region in a fog; his horizon is very close to him. He sees only the nearest things clearly, and a few steps away from

him the outlines of everything become indistinct or wholly lost. The horizon of the Latin scholar extends far and wide, through the centuries of modern history, the middle ages and antiquity." Indeed, the Latin scholar becomes conscious of the Roman element, which has entered so deeply into our life as to form the basis of all our civil laws and institutions, and nearly all that portion of our language with which we express fine shades of feeling or deep thoughts.

The High School course takes up each of these two roads of culture, which enable man to make material and spiritual combinations, just where they enter the region of reflection, or of higher generalization. Arithmetic is taught in the District Schools, and may be learned by an activity of the memory in part, and in part by the mechanical ability of the analytic faculty. But Algebra gives the pupil an insight into the genesis of all arithmetical processes at once. Not the solution of mere individual cases, but the solution of the problem of all solutions of numerical combinations. So, too, in the case of language, he learns in the High School by the study of Logic and Rhetoric, general laws that govern the production of all the particular specimens of language and literature that he has before seen and studied.

Thus, for directive power is necessary the power to take a general survey—the power of generalization. Education gives this power first, and to a large degree, in its primary schools; secondly, and to a still larger degree, through its High Schools.

Leaving this discussion of the ideal functions of the High School, I will now give an account of some of its practical relations to the other schools. The pupil enters the District School at an average age of seven years, and requires about seven years to complete the course of study preparatory for admission to the High School. During the last year in the District Schools he studies Grammatical Analysis, History and Constitution of the United States; in Arithmetic, common and decimal fractions and the application of these to the various processes of percentage and interest calculations. Besides this he completes Geography, or prepares himself upon the etymological portion of German Grammar. Reading, Writing, and oral lessons in Natural Philosophy, complete the list of studies in the highest grade of the District Schools.

The examination of applicants for admission to the High School takes place in June, at the close of the scholastic year; and in September, at the beginning of the next year, another examination is held for such applicants as did not attend the June examination. Hitherto these have been the only examinations held for admission to the High School classes.

The High School course is divided into four classes, the work laid down for each occupying one year in its accomplishment. (See Appendix, p. xov.) The fact that each High School class is expected to begin its work in September and complete it in June, indicates at once the condition of things that I have already alluded to in this report. Such a course of study is "nailed to the calendar," and its progress is rigid and determined by the lapse of time, and not by the progress of the pupil. If a pupil is sick and unable to attend school for ten weeks, he finds, on his return, that there is no class just ready to admit him. The class which he left is now ten weeks in advance of him, and to make up this work and at the same time to do the regular work of the class is too difficult. If it were possible, it would prove a superiority of individual work over work in a class. The pupil is probably obliged to enter the next class below, but this class is thirty weeks behind his present acquirements, and his ten weeks' sickness has thus cost him a year's progress. On entering the lower class, however, he finds himself going over familiar ground, and gets careless in his work. By the time his present class arrive at the work from which he was broken off by sickness the previous year, he has acquired a loose habit of study, and is likely to fail on the first difficult study that he encounters. Two failures are pretty sure to complete his discouragement and cause him to leave school. Another case: A pupil, for some reason, is not quite able at the close of the year to pass the standard for admission to the next class, and is accordingly obliged to join the class below. He is set back just one year at once. He might have lacked five weeks' study or ten weeks' study—scarcely more than this—of completing the work of his class. But for this he is obliged to lose nearly a year more than was really necessary. It must be remembered that these are not isolated instances, but that the number of each class who ought to be separated, for one reason or other, from the part of the class that does the work of the grade thoroughly, is about one-third of the entire

number. In order to avoid this evil of putting back pupils, there is a strong temptation to let them pass on at a low standard. The consequence of such a course is that each class is impeded in its work by the presence of a number who are not equal to the performance of their tasks.

These evils are not confined to the classes of the High School; they extend to the higher classes of the District Schools. Inasmuch as the examination for admission to the High School is to occur in June, the first grade's work of the District School must be completed at that time, and hence must be commenced in September of each year. This fact in turn influences the time of beginning and completing the work of the second grade. The tendency of all this is to produce a system of classification throughout the entire course of the District Schools similar to that in the High School. In this case classes would follow each other at intervals of a year, and the difficulty of properly assigning those who should be classified in grades between those established exists throughout the entire system. In many sections of the country—in Ohio and New York, for example—this very practice prevails. A promotion takes place once or twice a year, on occasion of a general written examination by the superintendent. Those who "pass" go on; those who fail fall back to the lower class or leave school altogether. Such a system of grading and classification must be regarded as only one step above the system of unclassified schools. In our St. Louis schools the classification is so arranged in the lower grades of the District Schools that classes follow each other at intervals of about six weeks. Should it be necessary to put back a pupil to a lower class, he finds it at just that stage of progress which will enable him to review and strengthen those portions of his course that need it. But this system allows of another advantage. As the highest class loses numbers by promotion, graduation or otherwise, its ranks are filled with the best pupils from the next lower class. The latter is again recruited by promotion of the best from the next one below it. This process is continued to the lowest class in school. After such a promotion has been made the account stands thus: each class has sent forward perhaps one-third of its pupils (the best ones) to the next one above it, and has received the best third of the pupils from the class below. There has been no degradation of pupils.

What can be said is that two-thirds of each class (including all the fair and middling scholars) were left, and a few of the foremost in rank of those below them admitted with them. Within less than a half year's work the studious and brilliant pupils will work up to the top of the class. There will always be differences of native power as well as of previous acquirement. Before a half year has elapsed the two-thirds of a given class who pass for "fair and middling" scholars will be overtaken and, in some instances, surpassed by the brilliant pupils admitted from the lower class. A change of the kind I have mentioned, amounting to a readjustment of all the classes, is desirable as often as four times a year. If made, it will entirely prevent the collection, in any one class, of the dull and incapable scholars. These, for the most part, are pupils who have not become thoroughly aroused, or, more frequently, such as have become discouraged by degradation in rank. Their defect is not primarily intellectual, but *moral*; they have feeble wills. It is very rare that a pupil has so dull an intellect that he cannot, if he possess a resolute will, accomplish any intellectual feat whatever by the aid of industry alone. Those who fail, do so through lack of courage or of perseverance. This furnishes the strongest ground of all against manipulating the system of classification in such a manner as to make those who are not promoted feel that they are degraded. By the method here described, I think the minimum of discouragement is reached. Two-thirds or more of the class—enough to preserve the identity of the class—remain after any re-classification, and, as this embraces many fair scholars, none feel that they have been slighted. The change made has elevated the fair in rank to the highest rank in class, and those who were poor to the rank of fair—at least for a time. Stimulated by this, they frequently increase in self-respect and develop powers that had hitherto lain dormant.

In what has been said, the danger of collecting many poor pupils in the same class has been indicated. Our experiments have, I think, fully demonstrated that such a system is pernicious. Some years ago I recommended the establishment of an Intermediate School for the purpose of classifying those pupils who fell short of the standard for admission to the High School, and yet who were so far advanced as to be greatly injured by setting back a year, and classifying them with pupils of

the next grade. The experiment was continued for two years. It was found that the so-called brilliant pupils, those full of courage and resolution, even if admitted on a very low per cent. (I admitted on trial some of this character, who made only from 30 to 40 per cent.), were soon able to work their way to the top of their classes and to acquit themselves creditably. But those of enfeebled wills—having lost self-confidence, or having become listless through disgust—were very slow in manifesting improvement. The practice of giving them short lessons was tried with some success, but a cloud hung over them and hangs over them still. [Some of them have been two years and a half in getting through one year's work of the High School course, and are not able yet to pass their examination at the time this report goes to press, March, 1873.] I think that many of these pupils would have done better if they had been re-classified periodically, in the manner described, with fresh and ambitious pupils pushing up from below. I once compared these pupils to "clinkers," or pieces of coal that do not readily kindle except in a very hot fire, and generally go out before all the carbon is consumed. These "clinkers" are found in our bituminous coal, and need to be burned twice in a hot fire. These pupils, so far as they have any influence, tend to dampen the ardor of others. Their atmosphere is contagious, and they discourage the teacher and the other pupils when they are numerous in any one class. By the plan of frequent re-classification throughout the school, from the lowest class to the highest, is prevented the collection of these unfortunate pupils in one class. But if re-classification is carried on in any of the higher schools alone, the result is to sift down this demoralized element of the school into a class by itself. Hence, whenever any change is made in the higher schools, a promotion of the brilliant pupils should be made from the District Schools to compensate. [The Board changed the rule for admission to the High School in February, 1873, so as to give an opportunity for the examination of applicants for admission quarterly. This will accommodate the District Schools perfectly. There may be enough classes found in the first and second grades to reduce the interval between them to one quarter. Moreover, in the High School, the divisions of any one class may be separated at intervals of the same length. At least, this may be done with the classes of the first and second years of the High School course]

Another question of a similar nature relates to the proper per cent to be required for promotion from one grade to another. In some cities, this is fixed at from seventy to ninety per cent of correct answers. Our per cent for admission to the High School has been fixed at sixty per cent usually. But it is evident that all depends on the character of the questions used in the examination: If the per cent required is to be very high, cramming is inevitable in the District Schools. The teachers must give their pupils special drill on technical points which they know will be required in the examination, and by so much the breadth and scope of the instruction must be diminished. If questions that test the thinking power of the pupils are adopted they will not get much over sixty per cent of correct answers if strictly marked, and a pupil who can answer sixty per cent. of the questions of such a paper is qualified to take up the studies of the next higher grade.

There is another limit besides the per cent. fixed for examination. The age of the pupil is of great importance in determining whether the pupil should pass from the studies of the District School, which require comparatively little reflection and power of generalization, to the studies of the High School, which use the results of the District School studies as raw material for higher generalizations. The rule of the Board allows pupils to enter the High School if they have completed their twelfth year, but practically, the average age of admission is over fourteen years, and those who fall short of this are generally found too immature to profit much by their new studies.

There is needed some general plan by which the course of study in our higher grades may be made more elastic, better adapted to the capacities of pupils. The constant danger of all graded systems is that they are liable to become Procrustes' beds. Take the work laid out for any class in our schools—it should be found exactly adapted to the capacities of the average pupil of the grade. The tendency of the teacher of energy and ability is to raise this standard up to what the best pupils can do, and to bring sufficient pressure upon the pupils of average or less than average ability, to compel them to keep up. In many instances pupils are overworked by this process. Doubtless it more frequently occurs that the teacher grades her lessons by what the poor scholars can do, and the best ones are not given enough to try their powers. In the lower grades this

difficulty is not serious, for the reason that the work of re-classification goes on more actively. In the higher grades it is more serious, and there should be some modification of the course of study by which pupils whose rank in the regular course is above a certain per cent, should have the privilege of electing some one branch of study which they may carry on in the class above. The following extract from the forty-seventh annual report of the President of Harvard College (1871-72) contains the provision in force at that institution, and has furnished the basis of my suggestion :

"Anticipation of Required Studies.—As the required studies of the Sophomore and Junior years are of an elementary character, and as the advantage to be derived from attending college instruction in these is much less than in the higher elective studies, the Faculty voted, during the past year, to allow students to relieve themselves from attendance at this instruction on certain conditions. Hereafter, students will have an opportunity to pass, at the beginning of the academic year, an examination in any required study or studies of that year, and, provided they attain in this examination, not less than five-eighths of the maximum mark, they will be credited with this mark and be excused from all further attendance at college exercises in such study or studies. It is believed that a considerable number of the better class of students will take advantage of this provision, and by a moderate amount of private study in the long vacation, secure for themselves more time to profit by the higher instruction given in the elective courses.

"In like manner students who enter college with a sufficient knowledge of German are exempted, on condition of passing a satisfactory examination, from attending the recitations on that subject, which is otherwise a required study in the Freshman year. Again, by the practice of the Faculty, students, who at their entrance, are prepared to pass creditably an examination on one-half or the whole of either Greek or Latin or Mathematics of the Freshman year, are allowed to substitute for any such half of a subject a Sophomore election in the same study. It is believed that such a provision for giving higher instruction to members of the Freshman class who are prepared to profit by it will meet a need already felt, and one that must constantly grow more serious as the quality of the preparatory schools improves. Heretofore no intermediate stage of preparation has

been recognized between that required for admission to the Freshman and that required for admission to the Sophomore class. Consequently no encouragement has been offered to bright, studious pupils to accomplish more in their preparatory course than has been required of their duller or less studious companions; nor to teachers to stimulate and furnish full occupation for their best class of pupils by carrying them on beyond the mere requisitions for college, in whatever studies they may have taste and aptitude for. Strange and discreditable as such a statement seems, it has been by no means uncommon for a judicious teacher or parent to fear lest a boy should be 'too well fitted for college,' no infrequent consequence of such preparation having been habits of idleness acquired from lack of sufficient occupation and appropriate instruction in the first year of the college course.

"It is the earnest desire of the Faculty, and the aim of the provisions for instruction just mentioned, to preserve students from this danger. There is now no longer any reason why a boy whose aptitude for study enables his teacher to prepare him for College a year earlier than his age makes it wise for him to enter, or one who is so much superior to his companions that he is not fully occupied with the ordinary course of preparation, should not continue in his school the same line of study, or any other which he desires to pursue, with the assurance that, when he enters College, he will be able to take up his studies at whatever point his proficiency warrants, and find his College course made just so much more profitable for him. There can be few of the larger preparatory schools which do not every year send boys to College who would gain in every way by being encouraged, and by finding opportunity to do more than is absolutely required for admission to College; while it is from among these more advanced students, who have begun to taste the pleasure of study, pursued for its own sake, that the College will find the most efficient aid in raising the tone of its students, and the strongest encouragement to improve the quality and enlarge the range of instruction. Not less important would be the effect on the schools of this better class of pupils, to say nothing of the relief and stimulus which competent teachers would find in the opportunity to extend their instruction beyond the uniform and weary round of the requisitions for admission to College."

In the foregoing extract we find recognition of the importance of classification of pupils in higher grades, both as to acquirement and capacity. The course of study at Harvard is to be made so elastic as to adapt itself readily to the varying acquirements and the varying capacities of its students. This measure will make each individual student feel his responsibility to a greater extent than before.

A practice of a somewhat similar nature has been introduced, and continued until a recent date, by the principal of our High School. Whenever a pupil has not completed his or her work in any one branch satisfactorily, this branch is reviewed by the pupil in the next lower class. In such cases the pupil is supposed to do all the work of the higher class and at the same time review a study with the lower class. The difficulty with this practice is that it gives the poorer pupil more to do than the better one. The Harvard system gives an opportunity for the better pupils to take up work outside of the regular course, or in advance of it, in order to make out his full quota of tasks. Hence the latter system allows the regular course to be graded according to the medium or minimum capacity, without injury to the scholar of ability by not affording him enough hard work to discipline his powers.

In order to give the mentioned elasticity to our course of study in the higher grades, it would be necessary that the amount of work required for a given year should be somewhat reduced, so that a pupil of average capacity could perform it with thoroughness in the time laid down. Then it should be possible for the best pupils to anticipate the work of the following year by adding one of its studies to their curriculum. This would enable a very few pupils to complete the four years' course in three years. It would enable many to conserve their superfluous energy by anticipating some of the work before them, and at any time, when from sickness or other causes they have fallen behind, this extra study already accomplished saves them from the necessity of overwork in order to recover their position in the class. It is a kind of reserved fund for time of need. Most pupils have some mental inequality which prevents them from learning a particular study as easily as the rest. Whenever the pupil comes to a part of his course of study where he encounters particular difficulty with such special branch, he leaves off his extra study for the remnant of the

year, and by using his extra time on said difficulty he may overcome the same.

The change in the rule for admission to the High School, allowing German to be substituted for Geography on condition that the former be taken up in the High School in conjunction with Latin, has proved unwise on the whole. It has improved the German in the District Schools, but injured it in the High School. I think it advisable to so modify the rule as to leave it optional with the pupil to take Latin or German after his admission to the High School, leaving his terms of admission as they are now. If the time is divided between Latin and German, not much good is got from either.

In conclusion, I would say that these suggestions are not considered by me as having a general interest. They only apply to a school system after many primary essentials have been secured, and attention becomes concentrated on the improvement of the quality of the work and the removal of all unnecessary friction. The question of the best figure for a rapid sailing vessel does not possess much interest to those who are trying to replace their rough-constructed rafts with ordinary boats. In the country town just expanding into a city, the question of a High School or no High School at all is likely to be the most important one. A High School with the most wretched system of classification is a great step over the previous stage of education, wherein the only possibility for higher education for the most talented youth was to be found in the District School. The improvement of instruction in any system of schools keeps pace with the process of bringing together pupils of the higher grades, in sufficient numbers to classify them properly. Economy and superiority of instruction go hand in hand in the founding of High Schools. Several scraps of classes studying the higher studies of the District Schools are brought together in a Central High School, and one class formed of them. The cost of instructing them together is only what it cost before to educate any one of the several scraps of classes. The mutual influence of the pupils upon each other exercises an extraordinary power to stimulate and develop them. When the city increases and the High School department becomes large, the importance of classification is taken for granted, and the question of method of classification and the proper grading of the course of study becomes paramount.

While I think that the work accomplished in our High School (thanks to the efficient corps of teachers, and especially to the able management on the part of the Principal) is excellent, and will bear comparison with the best in the country, yet I think we are called upon to consider how we can constantly improve what we have. Out of one solution there springs ever a new problem, and, unless we meet it with a new solution, it—like the sphinx of old—will devour us. We never can get a machine or a system to run without friction. But this fact does not justify our inactivity and impassivity in the presence of difficulties to be overcome. Others lie behind them, it is true, but in subduing these we shall have arisen to a higher platform, and can perceive new imperfections that were before invisible only because of the increased refinement of our powers of observation.

These difficulties and remedies here discussed do not apply to our own schools exclusively, but I am persuaded, from observations made on systems in other parts of the country that many are very defective in their provisions for perfect classification and the promotion of deserving pupils. The ideal system should be so "fluid" or "plastic" that the pupil can fix his status by his own efforts. I have known some cases where not only the course of study was "nailed to the calendar," but it was forced into a Chinese iron shoe in order to adapt it to certain conventional notions relating to "the High School Building." Because, forsooth, the building was not large enough to accommodate so many as were admitted at the standard per cent, the latter was raised in order to exclude the surplus. Thus pupils qualified to take up the advanced studies were forced to grind along on subjects that had lost their freshness of interest, because of the superstitious idea that promotion to the High School course of study could only be accomplished by a transfer to the brick-and-mortar structure known as the "High School."

In other cases superintendents have defended the Procrustean grade system because they claimed that the supervision of the superintendent could not be carried out by a general written examination unless the pupils of each grade were supposed to complete the work of their grade all at the same time. This would mean that all the differences of capacity and of previous acquirements, and of regularity of attendance, should be squared

off by ideal standards of measurement (the system of grades) which indicated no smaller division of time than that occupied by a grade—generally a whole year—in order that a superintendent might apply another measure (a written examination) which pre-supposed the complete obliteration of all minor degrees of difference lying between one grade and another. All classes in the grade shall begin at a certain point at the beginning of the scholastic year, and complete, or be supposed to complete, the work laid down by the end of the year. The result of this is that all who fall behind are at once counted in the grade below.

The accompanying report of the Principal contains information of the utmost value for obtaining an insight into the relation which our High School holds to the rest of the system.

REPORT OF THE PRINCIPAL.

W. T. HARRIS, Esq., *Superintendent of Public Schools, St. Louis:*

SIR: Allow me to submit the following as the report for the High School during the year 1871-1872:

ATTENDANCE.

TABLE I.

Showing the attendance of the school for each quarter.

	Different pupils.	Average belonging.	Average attending.	Per cent. attendance	Not absent.	Not tardy.	No. of tardinesses
First Quarter.....	397	368	356	97	221	351	71
Second "	378	361	352	97.5	213	280	221
Third "	359	334.4	323.5	96.8	201	292	118
Fourth "	309	287.6	280	97.4	172	262	67
For the year	410	337.8	327.9	97.2	100	264	478

As statistics are relatively meaningless when not comparative, I add to each table one showing the record of the school for each year since 1859.

	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872
Different pupils.														
1st Quarter....	225	120	283	306	219	255	256	274	269	339	367	384	397	397
2nd ".....	214	121	275	291	211	249	259	256	278	334	356	370	386	378
3d ".....	211	112	260	278	181	225	245	238	281	318	331	341	367	359
4th ".....	202	99	232	163	....	205	224	222	281	295	310	306	319	309
Year.....	243	137	295	318	297	261	273	286	281	353	375	391	404	410
Average belonging.														
1st Quarter....	206	104	259	296	186	245	255	258	256	307	346	361	375	368
2nd ".....	204	103	263	280	182	231	246	252	250	315	337	346	365	361
3d ".....	201	107	238	269	168	209	228	223	247	306	317	314	328	335
4th ".....	182	96	216	243	....	185	212	196	234	278	295	288	304	288
Year.....	198	102	245	272	....	....	....	....	247	304	324	327	343	338
Average attending.														
1st Quarter....	200	109	251	279	182	238	246	246	249	305	334	348	361	356
2nd ".....	196	97	233	267	176	221	230	238	262	324	330	349	352	352
3d ".....	193	102	232	258	160	200	218	214	238	284	303	309	314	324
4th ".....	174	89	204	230	....	177	204	190	226	265	284	276	293	280
Year.....	191	97	225	258	225	211	226	232	238	289	311	314	329	328
Per cent. attendance.														
1st Quarter....	....	....	....	....	97.8	97	96	....	97	96	96	96	96	97
2nd ".....	....	....	....	....	96.7	96	96	....	95	95	96	95	96	97.5
3d ".....	....	....	....	....	95.2	95	95	....	96	92	96	95	96	96.8
4th ".....	....	....	....	....	....	96	95	....	96	95	96	95	96	97.4
Year.....	95	95	95	96	97	96	95.8	96	96	95	96	96	96	97.2
Number not absent.														
1st Quarter....	106	41	145	153	27	138	128	118	194	138	198	197	188	221
2nd ".....	106	62	125	123	96	100	104	105	123	165	184	173	186	213
3d ".....	93	31	116	175	61	88	132	89	123	107	168	177	182	201
4th ".....	93	31	91	128	....	77	132	94	134	153	159	153	173	172
Year.....	36	13	38	76	50	35	39	46	58	150	82	79	96	100
Number not tardy.														
1st Quarter....	....	61	208	206	31	157	296	205	217	286	308	308	364	351
2nd ".....	....	70	176	192	130	139	171	178	176	224	241	264	291	280
3d ".....	....	74	154	204	95	154	203	172	210	241	249	276	293	292
4th ".....	....	74	170	215	....	159	208	167	206	258	256	274	273	262
Year.....	96	45	137	166	41	....	45	63	160	212	203	237	267	264
Number of tardinesses.														
1st Quarter....	....	....	130	236	107	....	....	....	71	96	78	125	48	71
2nd ".....	....	....	182	214	194	....	....	....	229	243	199	217	178	221
3d ".....	....	....	333	163	92	....	....	....	114	92	149	152	68	118
4th ".....	....	....	111	98	....	....	....	....	43	64	91	58	69	67
Year.....	874	822	556	491	1328	580	476	280	457	495	517	552	363	478

	Different Pupils.	Average belonging.	Average attending.	Per cent. attendance.	Number not absent.	Number not tardy.	No. of tardinesses.	Per cent. tardiness.
1859—1872.....	331	258.5	261.5	95.5	61.3	149	591	1.08
1859—1866.....	304.3	244	233	94.9	41	83	718	1.48
1866—1872.....	357.1	302	289.7	96.1	87.3	201	463	.68

TABLE II.

Showing the number of Scholars in High School for each year since its establishment, February 11, 1853.

YEARS.	Junior Class.			Second Class.			Third Class.			Senior Class.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1853.....	47	25	72	..	..	..	..	..	..	..	..	..	47	25	72
1853-4.....	30	25	55	23	14	37	..	..	..	..	..	..	53	39	92
1854-5.....	39	35	74	11	15	26	10	9	19	..	..	..	60	59	119
1855-6.....	52	55	107	10	27	37	8	10	18	..	..	..	70	92	162
1856-7.....	76	61	137	30	35	65	12	18	30	..	..	..	118	112	230
1857-8.....	73	63	136	40	35	75	7	10	17	8	5	13	128	113	241
1858-9.....	72	70	142	40	28	68	19	6	25	7	6	13	138	116	254
1859-60.....	85	80	165	43	31	74	18	11	29	16	6	22	162	128	290
1860-1.....	74	69	143	45	42	87	20	22	42	19	9	28	158	142	300
1861-2.....	82	38	120	31	19	50	21	19	40	12	8	20	146	84	230
1862-3.....	87	83	170	52	23	75	15	9	24	15	5	18	167	120	287
1863-4.....	44	85	129	34	48	82	19	15	34	9	7	16	106	155	261
1864-5.....	56	74	130	26	50	76	17	29	46	10	11	21	109	164	273
1865-6.....	55	74	129	30	40	70	16	33	49	14	24	38	115	171	286
1866-7.....	57	74	131	28	43	71	19	27	46	12	21	33	116	165	281
1867-8.....	80	90	170	45	45	90	31	21	52	16	25	41	172	181	353
1868-9.....	70	103	173	47	51	98	28	33	61	17	26	43	162	213	375
1869-70.....	80	107	187	39	51	90	20	42	62	21	25	46	166	225	391
1870-1.....	76	107	183	59	67	126	23	25	48	17	30	47	175	229	404
1871-2.....	73	68	141	66	89	155	36	45	81	12	21	33	187	223	410

Of the pupils belonging to the school in June, 1872, thirty-two were not present in September, 1872. These pupils are accounted for as follows:

Engaged in teaching.....	1
"At work".....	2
Absent because of non-promotion	29
	<hr/> 32

Of these pupils, nine left a record such that we specially regret their withdrawal.

TABLE III.

Showing the Character of Attendance for Each Year.

YEAR.	Number enrolled.	Average number belonging.	Per cent. number enrolled who remained during entire year.	Average number attending.	Per cent. attendance.	Number discharged.	Per cent. discharged.	Per cent. remaining.	Number not absent.	Number not tardy.	Number absent once.	Number tardy once.	Per cent. tardiness.
1859.....	334	296	78	282	95	136	35	65	44	96	64	128	1.4
1860.....	336	306	79	292	85	112	29	71	38	127	21	59	1.3
1861.....	318	245	73	234	95	105	33	67	76	166	27	50	1.95
1862.....	330	170	74	163	94	.....	48	52	..	.....	.....	.....	1.5
1863.....	276	232	87	225	97	72	26	74	35	45	20	35	2.9
1864.....	263	220	83	211	81	91	45	55	39	63	16	55	1.3
1865.....	273	236	86	226	95	69	25	75	46	155	23	88	1.
1866.....	286	231	83	222	96	96	34	66	51	191	24	43	.6
1867.....	281	247	90	238	96	60	21	79	58	160	36	50	.92
1868.....	353	304	86	289	85.5	80	23	77	50	212	40	71	.81
1869.....	375	324	86	311	94	93	24	76	82	203	78	69	.76
1870.....	391	327	83.6	311	95.5	112	28	72	79	237	89	68	.5
1871.....	404	343	85	329	96.1	114	28	72	96	267	41	70	.52
1872.....	410	337.8	82.4	327.9	97.2	137	33	67	78	264	36	57	.64
1859-1865.....	304.3	244	80	233	94.9	104.1	34.4	65.6	.....	.....	.....	.....	1.48
1866-1872.....	357.1	302	85.1	289.7	96.1	99	27.3	72.7	.....	.....	.....	.....	.68
1859-1872.....	331	258.5	82.6	261.5	95.5	101	31	69	.....	.....	.....	.....	1.08

Total number withdrawn during the year..... 137

Less number transferred to other school..... 38

Number of actual withdrawals..... 99

The causes were as follows :

Health..... 10

Removal..... 8

Work..... 11

Unknown..... 8

Scholarship..... 64-99

Less number returned 1872-73..... 15

Actual withdrawals..... 84

Of this number, eighteen (18) left with a creditable record, and nine (9) have returned. The losses by withdrawal were distributed among the several classes as follows :

Senior..... 5

Third..... 13

Second..... 44

Junior..... 65

Total..... 137

TABLE IV.

Showing in the form of per. cent., the ratio of each class to the whole school.

YEARS.	Senior.	Third.	Second	Junior.
1859.....	5	10	28	57
1860.....	8	10	25	57
1861.....	9	14	29	48
1862.....	11	18	21	50
1863.....	10	8	25	57
1864.....	5	13	32	50
1865.....	7	17	28	48
1866.....	13	17	25	45
1867.....	12	16	25	47
1868.....	13	14	25	48
1869.....	12	16	26	46
1870.....	12	17	23	48
1871.....	12	12	31	45
1872.....	9	20	38	33
1859—1872.....	9	13	27	48.7
1866—1872.....	12—	13	27.6	44.6
1859—1865.....	7.9	12.9	27—	52.2

Recitations.

The written examinations were sufficient to show that the standard of the school was fully maintained; and that this should be the case when the changes in the corps of teachers had been so great, is a cause for satisfaction to the Board, and of congratulation to the teachers. I append a classification of the course of study, and a summary of the semi-annual examination. The form of percentage used for expressing the results of the examination will be intelligible if the reader refers to the specimen questions given in a former report.

CLASSIFICATION OF COURSE OF STUDY.

LANGUAGE.

Junior Year—Latin, or Latin and German.

Second “ Latin or German, Greek (optional).

Third “ Latin, or Germ'n, or French; Greek (optional).

Senior “ Latin, or “ or “ “ “

MATHEMATICS.

Junior Year—Algebra.

Second “ Geometry.

Third “ Trigonometry (optional).

Senior “ Analytical Geometry, or Review Mathematics.

NATURAL SCIENCE.

Junior Year—Physical Geography.*Second* " Nat. Philosophy, Chemistry and Physiology.*Third* " Natural History and Astronomy.

ART.

Junior Year—Drawing.*Second* " "*Third* " " and Manual of Art (optional).*Senior* " " (optional).

LITERATURE.

Junior Year—Rhetoricals.*Second* " "*Third* " "*Senior* " History of Literature, Shakespeare and Rhetoricals.

MISCELLANEOUS.

Junior Year—Analysis of English Grammar.*Second* " Book-keeping.*Third* " History.*Senior* " Constitution of the United States, Mental and Moral Philosophy.*Semi-Annual Examinations.*

STUDIES.	CLASSES.	No. Examined.	Per Cent.
I. Language	Whole School	366	67.1
	Seniors.....	34	74.5
	Thirde.....	82	61.7
	Seconds.....	121	61.5
	Juniors.....	129	70.5
II. Mathematics.....	Whole School.....	275	65.1
	Seniors.....	44	74.6
	Thirde.....	22	72.
	Seconds.....	111	63.2
	Juniors.....	98	50.7
III. Natural Science.....	Whole School.....	390	63.5
	Thirde.....	58	71.9
	Seconds.....	231	66.2
	Juniors.....	101	52.5
IV. Literature	Whole School.....	274	59.
	Seniors.....	57	60.8
	Seconds.....	115	55.1
	Juniors.....	102	60.
V. Miscellany	Whole School.....	184	58.9
	Seniors.....	11	68.
	Thirde.....	72	59.9
	Juniors.....	101	47.8

Semi-Annual Examinations. (Continued.)

STUDIES.	CLASSES.	No. Ex'm'd	Pr. Ct.
I. Latin	School	172	65.7
	Seniors	12	74.5
	Thirde	19	60.8
	Seconds	38	62.5
	Juniors	103	64.9
German	School	146	71.8
	Seniors	14	69.
	Thirde	27	72.
	Seconds	79	70.
	Juniors	26	76.
French	School	36	78.5
	Seniors	8	80.
	Thirde	28	76.9
Greek	School	12	44.5
	Thirde	8	37.
	Seconds	4	52.
II. Analytical Geometry	Seniors	4	71.3
	Reviewed Mathematics	20	68.2
	Algebra	118	67.5
	Trigonometry	22	72.
	Geometry	111	63.2
III. Zoology	Thirde	38	73.2
	Astronomy	20	70.6
	Physiology	104	61.
	Natural Philosophy	127	71.3
	Physical Geography	101	52.5
IV. History of Literature	Seniors	31	66.6
	Shakespeare	26	55.
	Rhetoricals	115	55.1
	Rhetoricals	102	60.
V. Mental Philosophy	Seniors	11	68.
	History	72	59.9
	English Analysis	101	47.8

Deportment.

The record of deportment has been preserved only during the past four years. I give the statistics belonging to this division, adding the remark, that a "check" is given "for all unnecessary trouble," and that "communication" is always thus noticed.

	1869.	1870.	1871.	1872.
Number of Pupils	375	391	404	410
Per Cent. Good Conduct	96.4	97.6	97.7	96.6

DEPARTMENT RECORD.

YEARS.	FIRST QUARTER.				SECOND QUARTER.				THIRD QUARTER.				FOURTH QUARTER.				YEAR.			
	No. Pupils.	Boys.	Girls.	Total.	No. Pupils.	Boys.	Girls.	Total.	No. Pupils.	Boys.	Girls.	Total.	No. Pupils.	Boys.	Girls.	Total.	No. Pupils.	Boys.	Girls.	Total.
1892-93.....	335	95.1	98.6	96.9	356	98.4	97.6	95.4	331	94.5	97.7	96.1	310	95.8	97.5	96.7	375	94.6	97.7	96.2
1893-94.....	324	95.3	98.1	96.7	370	95.4	98.4	97.1	321	97.1	97.1	97.3	304	96.7	98.1	97.4	391	94.4	98.1	97.8
1894-95.....	323	95.2	98.4	96.8	368	97.7	98.4	97.3	367	95.2	98.3	97.3	319	96.7	98.7	97.3	404	96.3	98.0	97.7
1895-96.....	357	95.2	98.9	97.2	378	93.7	98.4	96.7	369	93.6	98.1	95.9	369	93.4	98.1	95.7	410	94.3	98.0	96.8
1896-97.....	412	90.7	96.8	93.8	422	88.6	95.5	92.1	411	91.7	98.3	98.3	400	95.8	98.0	97.8	433	94.1	97.3	95.4
1897-98.....	446	94.6	97.7	96.2	455	93.6	98.5	95.1	441	93.5	97.3	95.5	435	92.7	97.5	95.9	460	93.6	97.0	95.0
1898-99.....	477	97.1	98.7	98.9	477	97.3	98.7	97.1	471	98.5	98.6	97.1	444	95.4	97.7	96.9	477	96.9	97.0	97.7
1899-00.....	482	96.7	98.2	98.1	481	96.1	98.5	97.4	471	95.1	98.5	98.1	428	97.0	98.0	96.1	533	95.9	98.4	98.2
1900-01.....	514	91.4	97.7	95.5	538	88.1	94.7	96.7	514	93.9	95.3	93.8	513	93.6	93.9	93.2	611	94.3	98.3	94.7
1901-02.....	617	97.8	98.2	98.5	606	97.8	97.5	96.7	614	98.6	98.5	98.7	588	98.4	98.6	98.7	638	98.4	98.4	98.4
1902-03.....	643	98.4	98.7	98.5	645	96.7	97.4	96.7	631	99.2	98.7	98.7	643	98.4	98.3	98.7	648	98.1	98.1	98.4
1903-04.....	739	93.3	97.9	96.1	701	91.3	97.1	96.3	711	91.8	97.1	94.7	688	92.1	97.7	95.3	811	92.1	97.4	95.4
1904-05.....	905	94.3	97.6	97.2	935	92.9	95.4	96.2	900	93.4	95.8	96.3	835	95.8	97.7	97.6	968	94.6	98.6	96.8
1905-06.....	877	95.6	98.2	96.9	861	93.7	95.3	97.7	871	96.4	98.9	97.3	864	97.0	98.0	97.6	960	97.0	98.3	96.1
1906-07.....	124	90.9	98.7	98.2	123	96.7	98.2	97.6	117	95.4	98.4	96.8	113	94.8	97.0	96.1	126	93.9	98.3	97.3
1907-08.....	132	97.4	97.7	98.7	142	95.4	98.5	97.7	138	95.1	98.7	97.4	125	97.1	98.1	97.3	155	96.2	97.6	97.0
1908-09.....	167	97.1	99.1	98.6	161	97.1	98.5	97.6	149	96.8	97.7	97.5	134	96.3	97.0	98.4	173	96.8	98.1	97.5
1909-10.....	184	94.9	99.5	98.6	178	94.8	98.5	97.8	164	95.3	98.7	97.3	141	95.6	98.0	98.2	187	93.6	98.0	96.7
1910-11.....	178	95.4	97.6	96.4	171	95.6	98.7	97.3	160	95.4	98.4	96.9	119	93.2	96.1	96.1	187	93.1	98.4	97.3
1911-12.....	134	96.4	99.1	98.2	129	91.1	98.1	95.1	119	93.6	97.5	95.4	88	96.9	98.6	96.6	141	94.1	98.3	95.8

Home Study.

	AGE.		Hours.
	Years.	Months.	
School.....	15	9.6	2.95
Boys.....	15	8.7	3.33
Girls.....	15	10.6	2.6
Senior Class.....	17	5.3	3.5
Boys.....	17	8	4.3
Girls.....	17	4	2.8
Third Class.....	16	4.7	2.8
Boys.....	16	5	2.9
Girls.....	16	6	2.7
Second Class.....	15	10.3	2.7
Boys.....	15	9	3
Girls.....	15	11	2.5
Junior Class.....	14	11.4	2.8
Boys.....	14	10.4	3.3
Girls.....	15	9.2	2.4

Changes in Corps of Teachers.

It is with regret that I report the loss of Mr. Davidson, of Miss Brey, and of Miss Goodson. The promotion of the first to the principalship of the First Branch High School, and the transfer of Miss Brey to act as his assistant, is a recognition by the Board of their singular fidelity and marked ability. In their new positions our former colleagues will have our warmest interest and our most sincere hopes for their success. Miss Goodson, although holding her position but for a year, had by her tact escaped many of the difficulties which beset "new teachers;" she certainly has the respect and esteem of all who were acquainted with the quality of her services.

The Graduating Class.

The class of 1872 has always been small in numbers since the first year of its course. Though diplomas were granted to only twenty-eight pupils, yet the scholarship and deportment of these were such as to be a source of lively satisfaction. The accompanying table gives the items which represent the standing of the class.

	Boys.	Girls.	Class.
The average age was.....	18.4	18.2	18.3

The scholarship at the Washington University was not awarded.

NAMES.	P. C. Scholarship.	P. C. Attendance.	P. C. Deportment.	Days absent				Times tardy				Discredits.				
				Junior year.	Second year.	Third year.	Senior year.	Junior year.	Second year.	Third year.	Senior year.	Junior year.	Second year.	Third year.	Senior year.	
																Four years.
Rank.																
Allison.....	67.79	96	87.25	..	1	7	..	..	..	..	..	15	20	13	12	60
Amos.....	94.3	99.75	99.75	..	..	..	..	..	..	1	..	..	..	..	..	1
Batchelor.....	89.85	94.5	99.25	11	..	..	..	..	..	..	..	..	..	..	..	3
Bereman.....	89.27	76.1	94.7	13	10	18	6	3	4	3	4	2	13	8	5	28
Brooke.....	78.5	99	77	..	..	..	..	..	..	..	..	..	..	..	..	22
Coningham.....	76.6	87.7	99.4	1	3	1	22	3	4	4	1	9	1	2	6	93
Cousland.....	87.6	99	99.75	..	..	..	..	..	..	..	..	..	..	..	..	109
Griffith.....	87.5	98	99.7	1	1	1	2	5	1	1	1	2	1	2	5	1
Harding.....	70.4	89.75	75.5	4	11	2	12	29	..	..	..	14	46	29	35	5
Hicks.....	85.39	95.1	90.95	5	..	..	6	1	1	1	4	7	13	4	7	7
Hill.....	93.2	96.5	100	..	..	..	..	..	..	..	..	..	..	..	..	2
Hishop.....	81.87	79.18	97.75	11	1	25	10	47	2	1	1	3	7	3	2	4
Houston.....	75	74.69	98.3	13	21	13	9	56	2	1	1	1	3	3	1	12
Horton.....	75.7	83.6	90.75	6	21	3	10	40	1	..	..	1	1	1	5	3
Jecko.....	92.6	92.3	100	5	9	..	5	..	19	..	..	3	3	25	24	9
Letcher.....	79.5	90.25	97.3	11	3	10	10	34	..	..	..	1	1	1	3	11
Lewis.....	82.35	87	96.1	11	3	10	10	34	..	..	..	1	2	4	10	19
Mansfield.....	83	94.6	99.44	..	4	5	3	9	2	1	2	5	4	1	1	3
McDowell.....	81.4	93.4	95	4	1	6	3	14	3	1	2	1	4	4	11	4
Milburn.....	79.1	90.5	96.56	11	3	1	2	17	6	1	..	7	1	9	3	3
Page.....	83.6	87.2	96.5	11	17	6	25	25	2	2	..	3	7	5	9	16
Platt.....	87	95	99.75	6	2	2	..	..	..	..	..	..	..	..	..	1
Robinson.....	76.57	93	97.1	4	1	1	10	..	..	..	..	..	..	..	..	1
Seely.....	90.32	97.5	97.9	..	9	..	..	..	..	..	..	1	1	2	8	6
Snoddy.....	85.04	94	100	2	2	1	13	13	1	1	1	1	1	1	2	16
Taylor.....	88.17	94	99.15	..	..	..	1	6	7	4	4	9	7	2	4	10
Thomas.....	73.75	90.8	99.75	5	2	5	12	9	2	1	3	14	1	1	1	8
Wagner.....	80.75	89.4	96.8	6	11	3	1	21	..	1	1	..	2	2	1	21
				3	1	1	21	..	1	1	1	2	2	1	9	15

TABLE

Showing the Record of the Graduating Classes from 1868 to 1872.

YEAR.	No. in class.	Per cent. Scholarship.	Per cent. Deportment.	Per cent. Attendance.	No. Perfect in Deportment.	No. Perfect in Attendance.	Average No. of Checks.	Average No. of Absences.	Average No. of Tardinesses.	Average Age.
1868.....	37	86.3	94.9	98	12	.....	35.8	16	4.7	18.3
1869.....	40	86.2	85.5	94.3	6	3	54.6	19.1	6.1	18.2
1870.....	41	84.6	83.1	97.1	5	.....	58	16.7	6.4	18.6
1871.....	42	80.6	97.1	90.3	5	2	24.1	17	4.9	18.3
1872.....	28	82.5	95.8	91.7	3	.....	21.1	16.5	4.4	18.3

It is but just to state that the basis of marking was changed last year, so that the earlier classes would with no better record show to greater advantage. The per cent of scholarship now represents the percentage of *work required from the class*, and not that demanded of the *pupil when present at recitation*.

Admissions to the School.

The Junior Class, having been withdrawn from the High School and distributed among the branches, I have only to report the results of an examination held at the close of the year for promotion to the Second Class.

	High School.	First Branch.	Second Branch.	Total.
Number offered for examination.....	69	64	77	210
Number absent.....	1	3	5	9
Number passed.....	45	36	13	94
Conditioned five weeks.....	13	10	11	34
Conditioned ten weeks.....	7	9	19	35
Rejected.....	3	6	29	38

The Branch Schools.

It may not be irrelevant to repeat that the "Branch High Schools" are intended to relieve the pressure from too great numbers, and by their location to accommodate, as far as may be, the younger pupils who live at too great a distance from the Central High School. These schools are now four in number, designated and located as follows:

First Branch High School, Polytechnic Building; Thomas Davidson, Principal.

Second Branch High School, Christy avenue, between Sixteenth and Seventeenth; John E. Kimball, Principal.

Third Branch High School, Peabody School; D. H. Smith, Principal.

Fourth Branch High School, Douglas School; F. E. Cook, Principal.

Pupils are admitted upon the same terms and to the same standing as former applicants for the Junior Class of the High School. Examinations for entrance, and the assignment to a special school, were this year allotted to Mr. J. E. Kimball, Principal of the Second Branch High School.

Graduates.

The names of the graduates of the High School will be found in the appendix. The table which is added will give all information of general interest. The pamphlet printed by the Association of Graduates will be found in the appendix; the Catalogue, to which I referred in my last report, has unfortunately not been completed.

YEARS.	NUMBER.			Per Cent. of Original Junior Class.
	Boys.	Girls.	Total.	
1858—1872	167	220	387	
1858—1865	77	63	157	13.8
1866—1872	90	157	247	24.7
1858	8	5	13	17.5
1859	5	6	11	10.3
1860	10	6	16	11.7
1861	16	7	23	17
1862	10	7	17	13
1863	12	15	27	16.4
1864	7	7	14	9.8
1865	9	10	19	15.9
1866	7	20	27	15.9
1867	12	20	32	24.8
1868	14	23	37	28.4
1869	14	26	40	31
1870	18	23	41	31.3
1871	17	25	42	24.9
1872	8	20	28	16.3

Occupations of Graduates.

(Excluding classes of 1871 and 1872.)

Entire number.....	387
“ “ of Girls.....	175
“ “ of Boys.....	212
Teachers (Female)	95 or 54.3 per cent.
“ At Home”	80 “ 45.7 “
Teachers.....	8 “ 2.1 “
Business.....	42 “ 29.4 “
Clerks.....	17 “ 11.9 “
Professions	30 “ 21 “
Engineers.....	2 “ 1.4 “
Farmers	3 “ 2.1 “
Public officers	7 “ 4.9 “
Students.....	16 “ 11.3 “
Not ascertained	23 “ 16 “

Average age of Scholars for each year.

Year....	1872	1871	1870	1869	1868	1867	1866	1865	1864	1863	1862	1861	1860	1859
Age.....	16	15.9	16.1	16	15.5	15.4	15.3	15.75	15.7	15.6	16	15	15.9	15.7
	1859—1865.....15.66													
	1866—1872.....15.74													

As we look back upon our own school-lives, we never recognize our own youth at that period; and hence we naturally think when we enter the school-room that the pupils are much younger than they were "in our time." The table given above will make manifest the almost perfect uniformity, and, indeed, show a slight increase in the average for the last seven years.

TABLE

Showing the per cent. of each class, with reference to the numbers in the same class in the preceding year.

YEAR.	1872	1871	1870	1869	1868	1867	1866	1865	1864	1863	1862	1861	1860	1859
Second	52	58	69	55	54	54	48	62.5	35	53	52	50	55	68
Third	22	40	46	40	35	38	27	28.3	16.7	24	30	21.4	18	25.3
Senior	19	28	35	33	31	26	21	17.5	11.2	.....	14	20.6	16	12.6
Graduates	16	25	31	31	28	25	16	15.8	9.8	16.3	12	17	11.7	10.8
											Second.	Third.	Senior.	Graduates.
From 1859-1872											54.3	29.4	21.9	18.9
" 1859-1865											52.9	26.2	15.3	13.3
" 1865-1872											55.7	35.4	27.6	24.6

Classes Carried Forward by Quarters.

YEARS.	Senior.	Third.	Second.	Junior.	Total.	Senior.	Third.	Second.	Junior.	Total.	Senior.	Third.	Second.	Junior.	Total.
1859.....	18	28	71	134	251	17	29	62	117	225	14	31	50	104	199
1860.....	23	31	73	166	293	22	31	71	156	280	21	31	67	143	260
1861.....	30	40	89	145	306	27	40	91	132	290	26	38	85	127	276
1862.....	20	41	50	108	219	18	40	43	110	211	18	30	38	95	181
1863.....	28	24	55	99	206	29	24	55	145	253	27	22	51	131	231
1864.....	16	34	80	125	255	16	34	76	129	241	16	32	66	111	225
1865.....	21	44	75	120	266	21	38	73	127	259	21	37	68	119	245
1866.....	36	48	68	122	274	34	46	64	114	258	34	42	63	101	240
1867.....	33	45	70	121	269	32	45	72	119	268	33	44	72	112	261
1868.....	41	49	86	165	345	41	50	84	159	334	40	49	80	149	318
1869.....	42	61	96	168	367	42	58	95	161	356	41	54	90	146	331
1870.....	46	67	87	184	384	45	60	81	178	370	44	62	74	164	341
1871.....	47	48	124	178	397	47	45	123	171	386	47	43	117	160	367
1872.....	32	79	152	134	397	31	76	142	129	378	31	71	138	119	359

For convenience of reference I append to my report a summation of the tables which each year are found in the appendix to the Superintendent's report.

Respectfully submitted.

HORACE H. MORGAN,
Principal.

TABLE B,
Showing character of attendance of pupils and corresponding to Table II, of Appendix.

YEARS.	Pupils attending—Days.										Total.	Not absent	Not tardy	No. cases of tardiness	Re-admitted	Transferred.	Total No. enrolled
	200	180-200	160-180	140-160	120-140	100-120	80-100	60-80	40-60	20-40	1-20						
1859.....	123	40	17	10	6	8	9	9	13	10	3	248	44	96	874	28	248
1860.....	124	64	22	13	20	19	6	9	7	1	10	295	58	128	822	.....	295
1861.....	...	76	126	37	28	8	12	9	12	3	7	318	76	106	467	.....	318
1862.....	...	108	26	16	11	13	10	7	20	7	11	229	50	41	491	54	229
1863.....	25	144	30	20	7	9	12	10	10	5	4	276	33	45	1328	25	276
1864.....	31	136	30	18	5	8	11	7	9	3	2	200	39	63	580	36	200
1865.....	39	129	31	15	13	8	5	11	5	5	8	209	46	155	476	.....	209
1866.....	40	115	25	19	13	16	11	6	12	17	12	286	51	191	280	.....	286
1867.....	...	168	40	11	15	5	12	9	7	6	8	281	58	160	457	52	281
1868.....	50	195	24	19	14	5	11	4	11	9	11	353	50	102	485	50	353
1869.....	69	171	42	19	11	10	6	13	9	10	10	370	82	203	517	53	370
1870.....	68	170	29	26	18	11	18	14	14	12	11	391	79	237	552	49	391
1871.....	80	175	30	20	11	12	17	8	15	7	11	386	96	267	363	51	386
1872.....	78	168	33	16	11	12	10	7	10	11	18	416	78	264	478	66	416

TABLE C,

Showing the number of pupils of different ages, and supplementary to Table III of Appendix.

YEARS							Rec'd by transfer.	Total.	Average age.	Per cent. of each age.					
	12	13	14	15	16 and over.	Total.				12	13	14	15	16 & over.	
1859.....		10	34	68	136	248	....	248	15.7	....	4	14	28	54	
1860.....	17	37	59	82	100	295	....	295	15.9	6	13	23	28	30	
1861.....	11	39	58	82	128	318	....	318	15	3	12	26	26	33	
1862.....	....	8	21	52	148	229	....	229	16	....	3	24	23	50	
1863.....	10	25	55	75	111	276	....	276	15.6	3	9	20	28	40	
1864.....	8	24	52	71	106	261	....	261	15.7	3	9	20	18	50	
1865.....	6	27	47	74	119	273	....	273	15.75	2	10	43	27	18	
1866.....	1	14	39	79	153	286	....	286	15.3	3	6	14	27	52½	
1867.....	8	18	55	77	123	281	....	281	15.4	3	7	20	27	43	
1868.....	24	30	67	85	145	353	....	353	15.5	7	9	17	22	45	
1869.....	2	15	33	70	255	375	....	375	15.5	3	4	9	18½	68	
1870.....	....	15	41	77	258	391	....	391	16.1	....	4	10	19	67	
1871.....	1	6	80	87	257	404	....	404	15.9	3	4	20	22	51½	
1872.....	....	8	33	84	283	408	2	410	16	....	2	8	21	69	

TABLE D,

Showing the Occupations of Parents and Guardians, and Supplementary to Table IV, Appendix.

YEARS.	Agents.	Artists.	Bar keepers.	Boarding-house keepers.	Boatmen.	Butchers.	Clerks.	Draymen.	Farmers.	Laborers.	Laundresses.	Manufacturers.	Mechanics.	Merchants.	Professions.	Public officers.	Seamstresses.	Unclassified.	Total.
1859..	8	2	3	...	7	...	4	4	10	4	...	20	22	44	20	14	3	83	248
1860..	12	...	4	...	10	4	20	10	16	20	2	20	25	57	19	8	2	63	295
1861..	14	4	4	...	10	1	15	4	14	12	2	15	50	75	26	19	6	47	318
1862..	9	3	1	...	8	...	6	....	7	4	...	17	15	67	24	16	4	54	229
1863..	30	8	1	...	9	...	11	2	8	21	3	10	20	71	21	17	5	49	276
1864..	27	8	...	...	9	...	10	2	3	19	3	10	19	67	20	17	5	46	261
1865..	25	2	...	...	5	...	13	1	9	15	...	14	21	62	22	23	3	58	273
1866..	28	...	...	...	4	...	13	....	12	9	...	10	28	72	28	19	...	63	286
1867..	13	7	...	...	8	1	13	1	8	5	...	7	23	69	34	16	1	70	281
1868..	11	1	2	...	6	1	6	1	2	8	1	7	12	60	48	10	4	167	353
1869..	28	1	1	6	11	1	21	1	15	2	1	10	38	77	57	13	2	90	375
1870..	23	...	1	3	9	2	20	1	17	3	1	9	69	89	49	25	6	52	391
1871..	30	6	3	3	11	5	15	1	16	5	4	23	43	82	60	23	3	71	404
1872..	35	1	4	6	11	2	13	2	12	15	1	15	48	93	66	18	6	60	410

TABLE E,
Showing Birth-places of Pupils, and supplementary to Table V,
Appendix.

YEARS.	St. Louis.	Missouri.	New England.	Middle States.	Southern States.	Western States.	Great Britain.	Ireland.	Unknown.	German States.	Total.
1860.....	187	45	9	37	51	48	12	3	20	6	386
1861.....	119	35	16	27	37	48	11	7	15	3	318
1862.....	99	15	15	24	30	25	6	3	10	2	229
1863.....	130	30	12	24	34	40	4	6	6	1	276
1864.....	123	28	13	24	22	38	4	5	4	1	261
1865.....	114	25	17	27	24	44	6	..	15	1	273
1866.....	130	32	15	24	26	43	4	3	7	2	286
1867.....	125	33	14	21	25	49	4	3	9	2	281
1868.....	180	40	20	20	12	60	3	2	7	3	353
1869.....	185	42	9	37	11	77	6	..	5	3	375
1870.....	185	49	10	41	12	78	9	1	3	3	391
1871.....	170	45	30	40	43	59	7	1	5	4	404
1872.....	212	31	8	29	28	79	13	..	6	4	410
Per Cent.....	45.2	10.6	4.4	9.	8.3	16.2	2.1	.8	2.	1.4	100

TABLE F,
Complementary to Table VII, Appendix.

	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872
Junior—Total.....	86	109	92	..	117	85	92	76	93	126	134	129	109	76
Boys.....	49	61	48	..	51	31	40	33	43	59	57	57	45	33
Girls.....	37	48	44	..	66	54	52	43	50	67	77	72	64	43
Second—Total.....	34	52	67	..	44	49	54	48	54	68	85	68	99	112
Boys.....	22	29	36	..	24	18	16	21	25	34	38	29	45	45
Girls.....	12	23	31	..	20	31	38	27	29	34	47	29	54	67
Third—Total.....	25	31	30	..	17	24	39	36	42	42	51	49	40	58
Boys.....	19	21	18	..	10	15	13	13	16	16	21	20	19	23
Girls.....	6	10	12	..	7	9	26	23	26	26	30	29	21	35
Senior—Total.....	11	18	24	..	26	14	19	28	32	37	40	43	42	27
Boys.....	5	10	16	..	12	7	9	7	12	14	14	20	16	8
Girls.....	6	8	8	..	14	7	10	21	20	23	26	23	26	19
School—Total.....	248	211	213	..	204	173	204	190	221	273	310	279	290	273
Boys.....	145	121	118	..	97	71	78	73	96	123	130	126	125	109
Girls.....	103	90	95	..	107	101	126	117	125	150	180	153	165	164

In 1868 a complete list of the graduates of the High School to that date was printed. The same list, corrected to date is here given. Those marked with a * are at present teaching in the St. Louis Public Schools.

GRADUATES OF HIGH SCHOOL.

1858.

Anderson, Henry M.
Bishop, Campbell O.
Davison, Robt. A.
Eaton, Geo. K.
Herthel, Geo. P.
Letcher, Giles C.
Loring, James W.
Smith, Thaddeus S.

Child, Amelia*
Child, Halcyon*
Gamewell, Mary A
Love, Anna J.
Warren, Julia T.

1859.

Block, Edwin B.
Branch, Henry
Robbins, Edwin C.
Spannagel, Gus. A.

Albitz, Albertina
Carlisle Hattie A.
Green, Cora W.
Harkness, Maggie E.
Wells, Ella*
Whitlock, Maria B.

1860.

Alexander, Law. D.
Ast, John,
Bueneman, John H.
Cutler, Wm. A.
Donaldson, Wm. R.
Gamble, Joseph
Hart, Nat. G. S.
Hoehn, Eugene A.
Rassieur, Leo
Wood, Horatio D.

Barber, Maggie M.
Brey, Delia M.*
Dudley, Maggie L.*
Mills, Sarah M.
Platt, Sarah M.
Stoll, Laura M.

1861.

Barber, Wm. E.
Black, Chas. E.
Blake, Henry G.
Bosworth, E. C.
Cassell, Marion F.
Conn, John N.
Darley, Alex. M.
Fichtenkain George W.
Fitzgerald, Wm. L.
Niggeman, Robt.
Smith, Asa W.
Strodtmann, Geo.
Weigel, Eugene E.

Hoelzle, Louisa A.
Martin, Sophia T.*
McGowan, Mary J.
Severson, Kate*
Shackelford, Emma
Trotter, Sarah E.
Whitney, Mary E.

1862.

Castlehun, Fred. J.
Chapman, Chas. L.
Finney, Edw. F.
Freeman, Jas. P.
Hassendeubel Francis
Holliday, Joseph H.
Miller, Geo. W.
Nacke, Anthony
Shidy, Hamilton A.
Thomson, Almon B.

Hoelzle, Clara*
Langford, Frances
Mack, Mary E.
Mallinckrodt, Cecilia
McIlvain, Ella V.
Thurber, Hattie E.
Wallace, Mary E.

1863.

Alexander, Ludwell B.
Billon, Frank C.
Block, Lewis J.
Carr, Joseph P.
Cochrane, Fred. G.
Donaldson, Alex. G.
Dyer, Wm. C.
Franklin, Benj. A.
Lightner, Lowry
Mudd, Henry H.
Scott, Wm. D.
Wood, Wm. H.

Berry, Harriet N.
Concannon, Elenor E.
Concannon, Mary S.*
Elgin, Fannie E.
Ford, Kittie M.
Fox, Mary J.*
Howard, Martha E.
Illsley, Emily L.
Johnson, Alice,
Long, Rebecca B.
Mack, Henrietta R.
Richardson, Mary D.
Smith, Mary Ella
Teed, Mary E
Whiteman, Clara V.*

1864.

Cook, Frank E.*
Devlin, Hugh
Greffet, Julius E
Miltnerberger, A. Jr.

Nelson, Edwin M.
Riess, Alfred E.
Wood, Alfred C.

Allen, Lucretia
Barnett, Maggie
Berry, Helen
Forbes, Anna
Graham, Lucy
Harlock, Mary E.*
Mattox, Mary B.

1865.

Abeles, Julius D.
Cist, Wm. R.
Claggett, Dudley M.
Crunden, Fred M.
Currier, Edw. H.*
Fenby, Richard, Jr
Hedley, Jas., Jr.
Mellier, K. Duncan
Rogers, David B.

Beresford, Sarah J.
Childs, Lue M.
Clifton, Susie M.
Griffin, Lizzie M.
Handy, Sarah R.*
Lanling, Julia P.
More, Kate E.
McCutcheon, Lizzie
Ruth, Sarah V.
Wilson, Ella M.

1866.

Bailey, Saml. S
Bond, Thos. L.
Carr, Harry C
Dryden, Nat. C.
Harkness, Thos. L.
Myers, Nathaniel C.
Skeele, Edw. A., Jr.

Allen, Emma V.
Barry, Lizzie.
Bland, Lucy E.*
Conden, Florence
Conn, Jennie L.
Drew, Julia J.
Goodin, Maggie E.
Goodwin, Lizzie T.
Graves, Julia E.
Griffith, Sallie W.
Hanna, Annie R.
Hare, Ulala C.*
Kelly, Julia M.*
Lake Carrie B.
Lathrop, Carrie D.
Long, Julia M. E.*
Nelson, Helen M.
Pepper, Essie B.
Stephenson, Ella V.
Trask, Annie A.

1867.

Bissell, Taylor
Caldwell, Thos.
Campbell, Jas. A.
Cousland, John
Fitzpatrick, F. A.*
Goldsmith, David
Graves, Joseph A.
Griffith, Wm. F.
Hazard, Wm. T., Jr.
Miersen, Max.
Pomeroy, Edw. A.
Wilson, Edw. A.

Anderson, Florence V.
Carroll, Nannie
Chidester, Mary H.*
Cist, Geraldine A.
Dougherty, Mary J.
Dudley, Mary L.*
Fay, Catharine,*
Forsyth, Jemima,*
Fox, Mary
Hanenkamp, Lizzie T.
Hudson, Hattie I.*
Johnson, Eugenia
McKibben, Susie
Mosberger, Mary L.
Rich, Lida E.
Rutherford M. V.*
Schmidt, Hattie E.
Smith, Susie F.
Triplett, Minnie
Trotter, Belle.

1868.

Ashworth, Thos. M.
Carlisle, James L.
Davis, Geo. S.
Dunhaupt, F. B. J.
Fisher, Washington E.
George, Francis A.
Jessup, Chas. A.
Jewett, Eliot
Nagel, Charles
Niggeman, Albert
Pommer, Wm. H.
Saxton, Edward.
Shidy, Leland
Skeele, Fred H.

Bell, Emma F.
Burnside, Jennie*
Campbell, Belle P.
Carpenter, Alice M.
Charleville, Aurora V*
Dudley, Priscilla C.*
Dutro, Julia A.*
Ellis, Mattie E.
Fitzpatrick, Ella M.*
Garrigues, Josie V,*
Graham, Effie
Green, Idla L.
Greene, Georgiana L.*
Hanna, Maggie C.
Harvey, Emma S.

Lightner, Cecilia
McCabe, Carrie I.
Miles, Minnie M.*
Nelson, Fannie U.
Petticrew, Isabella
Thompson, Belle J.*
Valette, Julia A.
Waters, Lillian

1869.

Bryan, Wm. J.
Claggett, Thos. J.
Cullen, Michael
Desloge, John
Eaton, James M.
Easton, Archie G.
Frank, Nathan
Gostorf, Geo. W.
Harkness, Edward
Long, Wm. P.
Morgan, Luke Loomis
Scott, Warwick
Wash, Christy C.
Weinberg, Jerome

Betts, Fannie J.
Boos, Clementina*
Brooks, Frankie
Calloway, Frankie
Campbell Annie A.*
Cist, Florence M.
Crary, Emma V.
Davis, Sarah
Dickson, Mary*
Dunhaupt, Meta A.*
Garrett, Mary
Gregory, Roxanna
Histed, Catharine E.*
Hoelzle, Emma
Knox, Emily R.*
Krug, Julia*
Lake, Mary E.

Lampton, Jennie*
Mallinckrodt, Delia*
McMurray, Mary D.
Mortimer, Kate L.
Newmark, Augusta*
Ranney, Gertie B.
Taylor, Letitia M.
Thompson, Lillie
Wash, Medora

1870.

Chapman, Newlin
Copp, Geo. B.
Dauber, Otto H.
Dickson, Wm. A.
Dunhaupt, Rudolph
Ewing, Henry W.
Glover, John M.
Hight, Geo. B.
Hight, Wm. A.
Jecko, Stephen H.
Katz, Rudolph
Lyman, Lewis
Paris, Lewis
Pepper, Ellis S.
Spargo, John W.
Stagg, Wm. L.
Wisser, John P.

Allen, Susie F.
Bland, Mary H.*
Brooks, Ida J.
Buckingham, Belle*
Catlin, Nellie E.
Conn, Lavinia*
Cousland, Mary*
Jones, Sarah L.*
Kean, Mary J.*
Keane, Belle
Kennedy, Mary W.
Lare, Laura F.*
Meyer, Victoria

Phillips, Marie T.*
Rowe, Louisa T.*
Rutherford, Belle
Stevens, Addie J.*
Stevenson, Virginia E.*
Strong, Minnie H.
Way, Carrie R.
Wolfe, Annie J.*
Wright, Emma J.

1871.

Amson, Arthur
Bartlett, Winthrop
Blair, James L.
Block, H. W. C.
Clark, Cyrus E.
Greve, Edw. H.
Harlow, Wm. M.
Healy, Michael F.
Krug, John A.
Lavat, Marius
Little, Arthur E.
Luedeking, Robert
Miltenberger, H. B.
Sayers, Hugh H.
Thomson, John E.
Trask, Walter H.

Bates, Hester
Bissell, Evelyn*
Denham, Emma L.*
Eaton, Louisa*
Epstein, Sarah
Fisher, Ada Calista
Fisher, Ellen
Fisher, Laura
Francis, Anna Inez
Gautier, Rosalie*
George, Inez
Giles, Nannie*
Gilfillan, Grace
Holland, Maggie H.

Hopton, Maggie
Hodges, Maria C.*
Johnson, Emma E.
Johnston, Laura
Kinkhead, Susan*
Lathrop, Sarah G.
Marston, Fannie H.*
Miller, Sarah E.*
Rice, Eliza S.*
Schiefer, Martha C.
Smith, Jennette W.*
Smith, Mary A.*

1872.

Allison, George E.
Brooke, Geo. D.
Harding, Wm. H.
Hicks, Frank
Horton, Wm. M.
Letcher, Jerrold R.
McDowell, Lewis H.
Thomas, Edwin A.

Amos, Elizabeth*
Batchelor, Sarah V.*
Bereman, Maud L.
Coningham, Miriam
Cousland, Annie
Griffith, Ella C.
Hill, Mary E.
Hislop, Kate E.*
Houston, Mary E.*
Jecko, Lizzie
Lewis, Lillian J.*
Mansfield, Elizabeth
Milburn, Annie I.
Page, Lucy N.*
Platt, Annie C.
Robinson, Fanny A.*
Seely, Harriet M.
Snody, Hannah R.*
Taylor, Kate V.*
Wagner, Grace R.*

THE DISTRICT SCHOOLS.

The last United States census gives the following statistics of illiteracy for the city of St. Louis :

Of those ten years of age and upwards—									
Total who cannot read.....								15,231	
Total who cannot write.....								19,776	
Of these latter, the natives are.....								11,788	
“		“		foreign.....				8,038	
“		“		age from 10 to 15, 1,578 males and 1,916 females }					Whites.
“		“		“ 15 to 21, 1,210 “ “ 3,013 “ }					
“		“		“ 21 and over, 14,974 “ “ 36,810 “ }					
“		“		“ from 10 to 15, 37 “ “ 63 “ }					Colored.
“		“		“ 15 to 21, 69 “ “ 131 “ }					
“		“		“ 21 and over, 687 “ “ 1,392 “ }					
Of these, the <i>white</i> illiterates aged—									
From 10 to 15 are 166 males and 231 females.									
“		“		“ 15 to 21 are 168 “ “ 461 “					
21 and over are 3,332		“		“ 5,374 “					
<i>Colored</i> —									
From 10 to 15 are 160		“		“ 177 “					
“ 15 to 21 are 431		“		“ 610 “					
21 and over are 4,567		“		“ 4,084 “					

These statistics are given in detail by wards :

	Cannot read.	Cannot write.
First Ward.....	1,005	1,669
Second Ward.....	675	842
Third Ward.....	763	920
Fourth Ward.....	1,263	1,559
Fifth Ward.....	1,835	2,625
Sixth Ward.....	1,381	1,847
Seventh Ward.....	1,039	1,272
Eighth Ward.....	3,649	4,476
Ninth Ward.....	1,106	1,441
Tenth Ward.....	761	1,042
Eleventh Ward.....	791	1,026
Twelfth Ward.....	861	1,067

With these figures in mind, our attention is called to the question, How can we increase the attendance on our schools so as to stop entirely the growth of illiteracy in this community. It must be remembered that merely the ability to read or write is the test of illiteracy, as above reported. One year's attendance on schools, after the age of seven years, suffices to learn both of these branches so well as to remove a person forever from the class returned as "illiterate." But of those who are not included in the class of illiterates, how many there must be whose schooling amounts to no more than the bare ability to read and write! How many whose knowledge of arithmetic and geography is limited to the art of counting and an acquaintance with the small section of the earth's surface that they have visited in person!

In other countries, that do not boast of a free, democratic form of government, it is not of such essential importance that all shall possess a school education. The strata of society are so firmly established and so thoroughly correlated that each one needs only such education as fits him for the narrow sphere of his calling—he may rely on the rest of society to make up what he lacks. But with us each individual has before him the possibility of a wide career, and demands education for it.

It is obvious that education has a two-fold province, when we consider it as the means of the preservation of civilization. It includes the initiation into the *practice* of what belongs to civilized man; and, secondly, an initiation into the ideas that lie at the basis of that practice; in short, it is an inculcation of forms and conventionalities—moral education; and inculcation of theory—intellectual education.

Inasmuch as, in our nation, we require all to ascend to a participation in government, it is essential that our education embrace not merely the passive side of moral education—the inculcation of forms of practice—but it must furnish an insight into the necessity of these forms. Where the individual is to find his limit from within, we must see to it that his conviction is cultured so far as to base itself on an insight into the rational necessity of moral action; otherwise he will substitute caprice and selfishness for ethical motives.

Education takes place through the school, and through other agencies—such as the family, social intercourse, and municipal regulations. Its relative proportion in each of these agencies varies with the nation or country. Where, as in Germany, the family, social and municipal influences are very strong, little is left for the school to do in the way of moral education; the boys and girls are good, and may be safely left pretty much to themselves, so far as the discipline goes. They will work, each for himself, to learn the appointed tasks. But in our country all these first-mentioned influences are comparatively weak, and more is left for the school to perform. The school must seize the pupil and train him by a strict discipline to obedience, before it can do much with him in an intellectual point of view. A lax school allows the weeds of selfishness, indolence and insolence to grow up and choke the fair virtues that spring from self-restraint and renunciation.

It is, therefore, especially important that we in this country extend the school-life of the child during the most plastic period of his growth. Moral education requires time, far more than theoretical education. Where we must do both—give the child theoretical and practical education—we should require the maximum of time in school. In one word, our whole education should aim to give the pupil directive power; he is to be called upon (more than is the case in any other nation) for the outlay of directive power. He must, therefore, be practiced for a long time in self-government, and he must be thoroughly initiated into the social necessity that underlies moral action; he must see principles. Upon such, and such forms alone, is the combination of man with man based, and this combination is the necessary condition for the ascent of one and all above the life of mere animals.

To the superficial observer the extraordinary demand made on the individual in our time for directive power is merely transitory, it is only contingent on the newly settled condition of our country. To a close observer, however, it is apparent that this demand for individuality is one that is likely to increase through all the future. The extraordinary facility of transit and communication—steam, the telegraph, and newspaper, are merely the instruments created by the idea of the age, which desires the existence of an active, thinking being in each human brain. The result is that all people are living on the frontiers of their national life, and are continually acting the part of pioneers. The intensity of this life will increase with the continued growth of inter-communication; the ties of family, and society, and State, are destined to relax in behalf of the ties of humanity—clannishness is to give place to cosmopolitan culture. The function of the school is therefore destined to grow in importance in all nations, and thus it is of special importance to inquire how we may increase the pupil's time at school.

Again, it is not an indifferent matter to the educator whether the pupil spends the first years of his youth in school, or his later years. In case the first years are devoted to school, more of unconscious practice may be had, and the forms will make a deeper impression; there will be less of conscious insight, however. In case the latter years are spent in school, self-determining reflection and insight may be acquired, but habits already

formed will receive less modification. If we are to choose, in the light of the demands of our civilization, we should say the later education rather than the earlier. But we are not obliged to choose, for the earlier the pupil is attracted to school the longer he is likely to stay.

If the pupil does not attend school until advanced in age, he is subject to continual mortification on account of his comparatively low standing with pupils of his own age. He is shut out from competition with those whom he chooses as playmates, and must constantly see himself surpassed by striplings. This cause works powerfully to prevent older youth from getting the education they feel the need of.

For this reason it is felt to be a very important thing to attract pupils to our schools while they are yet quite young. We have many special conditions that enhance the importance of this schooling. There is the call for youth to enter the fields of productive industry, at an age closely bordering upon infancy. In our manufacturing population, now growing far more rapidly than any other population, this is a very serious evil. Various devices, such as statute laws, requiring a certain number of months per year, or a certain number of days per week, have been tried in other States. With us evening schools have been established, libraries and reading rooms opened; still the problem is but indifferently solved. Looking at this phase of the subject, and considering the fact that in such communities the family life at home is mostly pernicious to the child, and his life on the street still more so, I have urged the modification of the character of our lowest primary instruction so as to admit pupils at four years of age; for this purpose making the exercises less severe and more entertaining to the pupil.

Our improved methods of discipline are likely to increase the length of attendance on schools. An accurate record of cases of corporal punishment shows that we have only about twelve and half cases per day for 20,000 pupils, being only two cases per week in a large school of seven hundred pupils. By the system of suspension in cases of wilful disobedience or gross negligence on the part of the pupil, we secure the co-operation of the parent, and very many of those collisions formerly occasioned by a free use of corporal punishment are avoided. The old argument: "Would you turn a child out upon the street when a sound whipping might have reformed him?" can be

easily answered. A suspension and a transfer to some other school generally secures the parent's co-operation to such an extent that the pupil is reformed. It very rarely occurs that we make the suspension of a pupil permanent: only in cases where the pupil has been shown to be incorrigible and to exercise a dangerous and corrupting influence on his fellow-pupils. But there is another side to this case that it is well to consider. That discipline which undertakes to force by corporal punishment all pupils, good and bad, into obedience drives away from school altogether three pupils where one is excluded by suspension. Such schools become unpopular with children, and their influence is used at home to dissuade the parent from sending them to school at all. The wayward pupils who are mostly so because of lax parental discipline easily defeat their parent's intentions to give them schooling. The refined and sensitive children suffer so much in their feelings that they likewise prevail on their parents to withhold them from school. Moreover, it is well known that very many pupils are expelled from school as incorrigible, even where the system of corporal punishment is practiced most. On the practice of whipping in school, Superintendent Monteith has the following excellent remarks:

"The indiscriminate use of the whip in school is a practice which is to be condemned as barbarous, cruel and wicked. It is a wonder that society is so indulgent toward that which, if applied to animals instead of children, would not be tolerated for a moment. I regret to say it, but it is true, that a "society for the prevention of cruelty to children" could find work for humane hands in many Missouri schools.

"The case is aggravated when we consider further, that about two-thirds of the whippings which school children receive are inflicted for offenses for which they are in no way responsible. The crimes they commit, upon which pedagogical vengeance is wreaked, when stripped of the color given to them by unmeaning and senseless rules, are simply the crimes of being a boy and being a girl. They are too often crimes which are incited by bad air, cold feet and shoulders, over-work, and long confinement. They are crimes which the parents of these same children are accustomed to excuse in themselves, when they sit in church, by the dullness or length of the sermon, or other circumstances that offend against nature, and which they sometimes soothe

with fennel or hartshorn, or by changing of position, and not seldom with sleep. When children know they are not really deserving of punishment, the effect of whipping is to deaden the moral sensibilities, diminish self respect, and render young natures rude, reckless and desperate."

In this connection it is worthy of remark that the system of corporal punishment generally employed is likely to go out of use altogether before the close of the century. Any review of its history will convince one of this. The sense of honor is developed earlier and earlier with each succeeding generation, and corporal punishment should give place to punishments of honor as soon as this sense develops. Honor is the feeling of the recognition of one's essentiality on the part of the community. To be deprived of this recognition is a keen suffering to most American youth above the age to enter school. Suspension from school is a means of punishment based on the sense of honor in pupil and parent, and also on the desire of the latter for the culture of his child. Municipal authority in the shape of truant and vagrant regulations must be relied on to supplement a mild school discipline, and special reform schools in which the spirit of military discipline prevails, will train into mechanical habits of obedience those who are morally too weak for the common school.

In the growing frequency of employing female teachers is to be seen the tendency to introduce more of the element of government by courtesy and to dispense with much of the monarchical style of school government.

These defective modes of discipline affect disastrously the usefulness of our public school system. But they are not the only source of injury in this respect. The system of classification pursued is of great importance as I have already shown, and it may be so managed as to produce great evil with the great good which grading and classification undoubtedly effect. In the unclassified schools the pupil necessarily feels that he gets little of the teacher's attention. The teacher divides up his time among his pupils, hearing many classes that contain only one, two or three pupils. His time is so dissipated that he gives only five minutes, or so, to a recitation. This suffices merely to hear the pupil repeat the words of the textbook. The pupil on arriving at years of reflection, finding that he gets very little of the teacher's time and that he really learns

only what he gets from his text book unaided, sees no use in continuing his attendance upon school and therefore leaves it. When we consider the value of the unclassified school as a means of culture to the community, we find it extremely limited, and do not so much lament the decision of the older pupil who leaves, for the reason here mentioned. The advantage to him was of a moral and social kind, but very small, theoretically considered. The unclassified school has disappeared from our cities and large villages, but it still exists in the country districts very generally.

Whenever the sizes of the schools have been such as to admit of it, a system of classification has been introduced and the immediate consequences have been: (a), great increase in the length of recitation; (b), far more thoroughness in the discussion of the lesson, sifting the different statements and probing the meaning of the same; (c), great stimulation of the mental activity of the pupil through trial and competition with other members of his class. These three advantages can scarcely be over-estimated. They multiply the teacher's power just as organization improves the strength of an army. In the unclassified system the teacher is only a private tutor, and the fewer pupils he has, the better for each and all. In the classified system the proper quota of pupils is a potent instrument in the hands of the teacher, and he uses the whole class to correct and stimulate each one in it. The lesson, as recited and discussed by and before the class, gets all its phases stated, restated, and criticized as never could be done in the case of a single pupil with a private tutor. The presence of the class arouses the teacher to a high pitch of energy, and each individual in the class is excited by the presence of the teacher and the rest of the class. These circumstances account for the high estimation in which the graded system is everywhere held. So many good things have a tendency to hide some very serious defects. Such defects, already alluded to in speaking of the High School, will be discussed in a summary manner here.

The tendency of all classification is to unite pupils of widely different attainments. Especially is this found in small schools. The consequence is that the lesson is too long for some and too short for others. The best pupils in the class are not tried to the full extent of their ability; they consequently lose in some degree the discipline which they should gain. The poorest pu-

pils of the class are strained to the utmost. They are dragged, as it were, over the ground without having time to digest it as they should. This develops the result that the over-worked pupils are frequently discouraged and drop out of the class, and likely enough out of the school altogether. In large systems of schools where classification is very perfect the evil here spoken of need not occur to a serious degree; but it does do so very frequently from the fact that the course of study is laid out in grades (ten more or less in number) and all pupils are classified or graded so that each belongs to one of these grades. All the pupils in the grade must be in the same degree of advancement at about the same time. The result is that the school is classified in such a way that there are ten classes separated by intervals of from five to ten month's work. Then promotion is made from one grade to another at set times, annually or semi-annually. All who pass the examination commence the work of the next grade; all who do not, continue until the next examination in the work of the grade through which they have just passed.

The effect of this is well known to all teachers who have made experiments in this direction. Both parent and pupil feel very keenly the time lost. The pupil must have been over much of the work of the year: perhaps nine-tenths, or three-quarters, or perhaps only one-half of it. Yet what he has done entitles him to an advanced position over his fellow pupils of the next class below him. If he returns to school after being thrust back a year for his lack of less than half a year, he appears in the ranks of a class who were a year's work behind him. He has lost his ambition: he is some time in the class before they come to work that is difficult enough to arouse him to the exertion of his full energies. Meanwhile he has lost his discipline for hard study, and he is very likely to break down a second time on the work of the year. A second failure for promotion is nearly sure to cause withdrawal from school. The parent has lost faith in the talents of his child, and puts him into business or apprentices him to a trade. The youth has lost his own confidence in himself, and is a stunted intellectual growth for the rest of his life.

Was there any advantage in this kind of grading? How could it otherwise have transpired? Instead of the Procrustean bed of grades, the pupils should have been classified into classes

of thirty, or less, each. These classes in all large schools would be separated by intervals of about five weeks' work. As often as these classes, any of them, become too small by the withdrawal of pupils, or too large by the assignment to them of new comers, there should be a new formation of classes. The best pupils of one class are to be sent up to the next, the best from the next below are to be promoted and joined with the pupils remaining. Those not promoted are now united with the best of the class that is five weeks' work behind them. The degradation is scarcely felt. It was rather called, in both cases, a promotion of the best ones, not a degrading of the poorest. It is a process of cutting up the school into classes anew, and as a matter of fact the pupils need not have changed rooms to any very great extent.

A set time for examination and promotion is injurious, just in the ratio of its infrequency. Annual examinations for promotion and the discontinuance of promotions at other times, is an extremely pernicious system, and occasions serious injury to the higher grades of our schools. It is evident that the farther advanced the pupil, the more unfavorably will it affect him; and yet, in our schools throughout the country, the system is so arranged that this Procrustean device applies more especially to the advanced pupils. In how many of our cities is there promotion to the High School oftener than once per year? What becomes of the pupils who lack one per centum of making the standard required? Are they not sent over the work of the highest grade of the grammar schools again, and thus made to occupy a year in doing what they might do in one-fourth of that time? And do they not leave school at this crisis more than at any other time in the whole course? Are not our High Schools arranged in grades or classes just one year apart in their work? And is all this necessary? Not, certainly, where there are pupils enough to make two or more divisions of thirty pupils each. If the pupils from the highest grade of the Grammar Schools had been classified according to their rank in the examination, the first thirty would have formed the highest division on the High School work, the next thirty the second division, and so through those who had made a reasonable standard. Then would have come the highest thirty pupils in rank of those not admitted, who should be admitted to a central school and conditioned to five week's work on the studies of the first grade of the Grammar

School, and then examined again; the next thirty to a longer period, and so on. Pupils thrown back five weeks, and then classified with their own fellows who had been unsuccessful, would find the hardship a very trivial one, and would scarcely think of leaving school.

For schools where the number in any grade fell short of the requisite thirty wherewith to form a new division—of course this plan of subdivision could not be carried out. But so far as the first grade of the Grammar School is concerned this would rarely happen, and still less likely would it occur with classes below the highest grade. The principle is clearly this: Not a Procrustean bed of grades on which the school is to be stretched so as to reduce the number of grades of advancement to ten, or any other special number; but a thorough classification of all the pupils into classes on a certain quota as a basis, whether this be thirty or twenty-five, or whatever other number is considered the best. The endeavor will be to have classes separated by as small an interval as possible. But four, six, or even ten weeks' work is small enough for all practical purposes. And in order to make this arrangement uniform, the pupils in upper grades, when too few to form classes with the required quota, should be brought together in central schools; and this principle should be applied as far as possible: if the highest grade in the High School consisted of sixty pupils or more, the division of it into two classes would be required.

This process of continual re-adjustment of classification in our schools will render the whole school system elastic and mobile. Like the current of a river there will be, everywhere, forward motion—in the middle the current is more rapid, at the sides the current flows more slowly. The work of the grade laid down for a year's study will be accomplished in three or three and a-half quarters by the brightest, by the dullest and slowest in five quarters. There will be no temptation to push on a slow pupil, or drag him beyond his powers; no temptation to promote a pupil to a new grade's work before thoroughly completing what is below him.

By this plan would be checked a pernicious system of holding back pupils from examination for the High School, simply for the purpose of gaining a reputation for the school through the high per cent of its pupils in the competitive examination.

Doubtless there is a certain degree of thoroughness requisite in the lower branches before the pupil can profitably take up the studies of the next higher grade. After attaining this per cent it is possible to keep the pupil drilling over the lower work, in order to secure a certain mechanical thoroughness, so long as to waste much time that might be better expended for the pupil's culture and growth on the higher studies.

There are still some points on which doubts may rest. For example, it may be urged that this system would cause a collection of the dull and stupid pupils into classes by themselves — a deplorable result. But this is one of the evils which this system is adapted to correct. The fact that the best pupils from below are allowed to rise through the masses above them, as fast as their ability can carry them, is surely not likely to prevent the slower pupils who are their companions, from exerting all their energies, and making considerable progress. The stream of bright pupils from below is inexhaustible; from the primary grades it ascends, continually passing fixed points, or points that move on more slowly. In every class there will be its quota of bright pupils, some leading the class and some just sustaining themselves in it, having recently joined it. But in the old system, all the bright pupils had attained the top of the class, and the dull ones had fallen hopelessly to the bottom, long before the needed re-classification took place.

Another may urge that this system causes so rapid a change from teacher to teacher that the very important personal influence of the teacher is materially impaired. But under this system in the higher grades the pupil would hardly change teachers oftener than once or twice per year, and a change as often as this is desirable for the healthy individual culture of the child. The school should not be a *family* influence exclusively. It is the transition to civil society; consequently the pupil must change teachers often enough to correct any one-sided tendencies of social culture that he may be liable to acquire from the individual teacher. For it must be remembered that re-classification of a whole school of seven hundred pupils, distributed through twelve rooms, does not imply a change of teachers on the part of more than one-sixth of the pupils, even when one-third of the best pupils in each class are promoted to the next higher. Each teacher having two classes (or, in the lower grades, three classes), will have one-third of

the pupils from her advanced class promoted to the lower class in the next room above; she will likewise receive from the next room below one-third of the pupils from the advanced class there. In her own room, one-third of the pupils will be promoted from her second to her first class, but will still remain under the same teacher. In fact, she will have promoted to the next room one-sixth of her pupils, and have received one-sixth from the next lower room — that is to say, in case one-third is promoted from each class; but, practically, this is the maximum, and in ordinary cases a less proportion of the class will be transferred. If re-classification is instituted four times per year, and on each occasion one-sixth of the pupils are promoted to the next room, it will follow that each pupil will be taught one year and a half by the same teacher. But, as frequent transfer is necessary in some schools, to make up for depletion of pupils in higher grades, it will happen that this period will be reduced one-half or two-thirds.

In small towns where the High School classes do not number over thirty pupils each, such subdivision as I have here described cannot be accomplished. But in such places there is ample occasion to apply this system to the District Schools, which frequently suffer more than the High School from the wide intervals between the higher classes. Transfer of the same to the High School as a preparatory class, or to intermediate schools will be found a salutary measure. Hence the Cincinnati plan of Intermediate Schools is an excellent one for purposes of classification. In small towns not only the regular High School pupils are to be sent to the central institution, but also the higher grades of the District Schools whenever the classes are too small for economical instruction. These may form a "preparatory department," and can be graded into divisions of thirty pupils each, in such a manner that there is an interval of ten weeks or less between each and the next higher. But whenever transfer and promotion takes place in this school, there should be at the same time promotion from the Grammar School in order to prevent the isolation of the dull pupils in the lowest class of the school; when the best pupils are promoted from any one division their places should be made good by the best pupils promoted from the class below. The psychological effect of successful competition has been alluded to before. The moderate scholars of a higher class may find themselves at an advan-

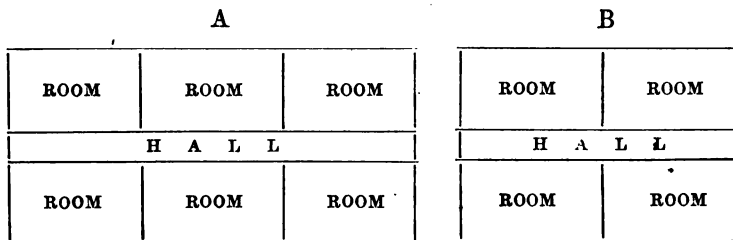
tage as compared with the best pupils newly promoted from the class below, and are likely to take fresh courage.

The question may arise: do these pupils who are promoted from one class to the next omit that portion of their studies gone over in the interval of time between the two classes? It is expected that this will be taken up by a review of the ground embraced in the mentioned interval.

SCHOOL BUILDINGS.

The more rapid the growth of a city, the more important is the question of a correct plan of school architecture. In St. Louis it is necessary to build three large (twelve room) buildings a year. In one city only (Chicago) the growth is still greater. In those cities where a new building is required only once in two years or more, the attention is not so likely to be directed to the selection of proper plans. The tendency is to copy existing structures in the plans for new ones. Every dollar of capital already invested acts as a conservative influence to force new investments into the same channel. For if new and better plans are adopted the value of the old improvements is diminished in value. The price of a bushel of wheat in a country is measured by the cost of a bushel imported if the country is obliged to import any, or by the price of the bushel exported if there is any surplus to export. Hence, a few bushels surplus may lower the price of all the wheat bought and sold in the country by all that margin between the cost of an imported bushel and the price that a bushel will bring when exported; this difference amounts, perhaps, to the cost of transportation hundreds or thousands of miles to and from the market. Thus, in case of a small surplus of wheat over the amount to be consumed in the country, it would be more profitable to the owners of wheat to buy up that surplus and destroy it, for the great bulk on their hands would rise in price from the cost of a bushel for export to that of a bushel imported. The same principle holds good throughout all the investments of capital. The introduction of a new power-loom capable of performing fifty per cent. more labor than the old one, would be resisted by just the weight of capital invested in the old pattern. Moreover, that which we have with pains adapted ourselves to has grown into a sort of ideal pattern for the construction of the new additions needed. Only on this latter ground can we explain the selection of the plans for many of the new buildings recently

erected in other cities at great expense and praised as models, when their plan is radically bad. It is clear that whatever other things a school room should possess, one thing indispensable is light. The windows should be arranged on two sides, at least. These new structures are so arranged that they have three rooms on each side of the building, and the consequence is that the two middle ones are lighted only on one side. The strain of the eyes consequent on having one side of the face exposed to the light and the other in the shade, is inevitable. The pupil of the eye adjusts itself to light and shade by expansion and contraction. If the pupil of one eye tends to contract and the other tends to expand, what can be the consequence except the habit of relieving the strain by holding the book too near the eyes? This, in a short time, develops permanent near-sightedness. The better plan for building school-houses places a room in each corner, i. e., two rooms on each side instead of three, and consequently, gets light from two sides. The following diagrams will illustrate these two styles of building:



The plan marked "A" is the one to be condemned, and the plan marked "B" is the one to be preferred. The new buildings in Chicago and St. Louis are substantially on the plan marked "B," and vary only in the arrangements for halls and cap and cloak rooms for the pupils.

The following are some of the points to be observed in the construction of a large school house.

I. By "large" school house one should not mean so large as to hold 900 pupils, but one that will hold 700. It should have twelve rooms (one for each teacher) as in the plan marked "B." It should be not more than three stories in height. Those that are four stories necessitate too much climbing at an age when climbing is the most dangerous exercise for youth of both sexes.

II. The rooms should be 25 to 27 feet wide and 30 to 32 feet long and about 14 feet high. These dimensions cannot be changed without injuring the rooms in some important feature. If larger, they require so much more exertion of the teachers' and pupils' voices, as to produce throat diseases or develop harsh qualities of voice; it occasions likewise a constant strain on the discipline of the room, to conduct its exercises in an unnatural tone of voice. Too small rooms render ventilation difficult besides preventing free manipulation of classes. The hat and cloak rooms should join each room (one for each) so that the pupils may pass through them into the hall as they pass out.

III. Each room should have at least four large windows, extending nearly to the top of the room. The windows are the only resort for sufficient ventilation in warm weather (and in most school buildings even in cold weather). Windows on one side of the room cannot ventilate a room sufficiently. If the windows on two sides of the room are lowered from the top, a current of air across the upper part is occasioned, which removes the foul air by draught. The pupils should be so seated, as to face the side of the room where there are no windows, letting the light shine in from the back and from the side.

IV. The halls or passage ways should be so constructed that no recesses or corners are left, in which pupils may escape the view of the teacher, who watches over their entrance or exit. A single teacher should be able to take in at one glance the whole length of the hall.

V. Heating and ventilation are justly esteemed of the utmost importance. Fifty or sixty pupils coming into the room at once from the cold, will lower the temperature of the room several degrees. The furnace or stove is made to do its utmost and in a few minutes the room becomes uncomfortably warm. How to regulate the inflow of fresh heated air and the outflow of the foul air is a difficult problem, solved only by approximation as yet. The registers for the outflowing current of cold and foul air should be at the bottom of the room. If they open into a flue heated by the passage of the smoke-stack a sufficient draught will be obtained at least during cold weather. It is very important to introduce moisture into the heated air by evaporating pans placed on the furnace. The general mistake made is in constructing these flues of too small a size.

The new wood cuts found on another page show the external appearance of our school houses and their ground plans on a geometrical perspective. They are copied from large drawings which the Board prepared for the Vienna Exposition.

IN MEMORIAM.

It is with regret that I am obliged to record the death of one of the ablest of our principals. Miss Kate T. Wilson, for many years the Principal of the Eliot School, had exhibited, in the most responsible situation, a genius for the management of large schools and the highest skill in instruction. Her influence was wide-reaching and always exerted for the elevation of the tone of the profession and for the refinement of the taste of her pupils. At the meeting of the Board, February 13th, 1872, Mr. Peacock introduced the following resolutions, prefacing them with appropriate remarks. They were unanimously adopted:

WHEREAS, God in his infinite wisdom has been pleased to remove by the hand of death, Miss Kate T. Wilson, long a teacher in the service of this Board:

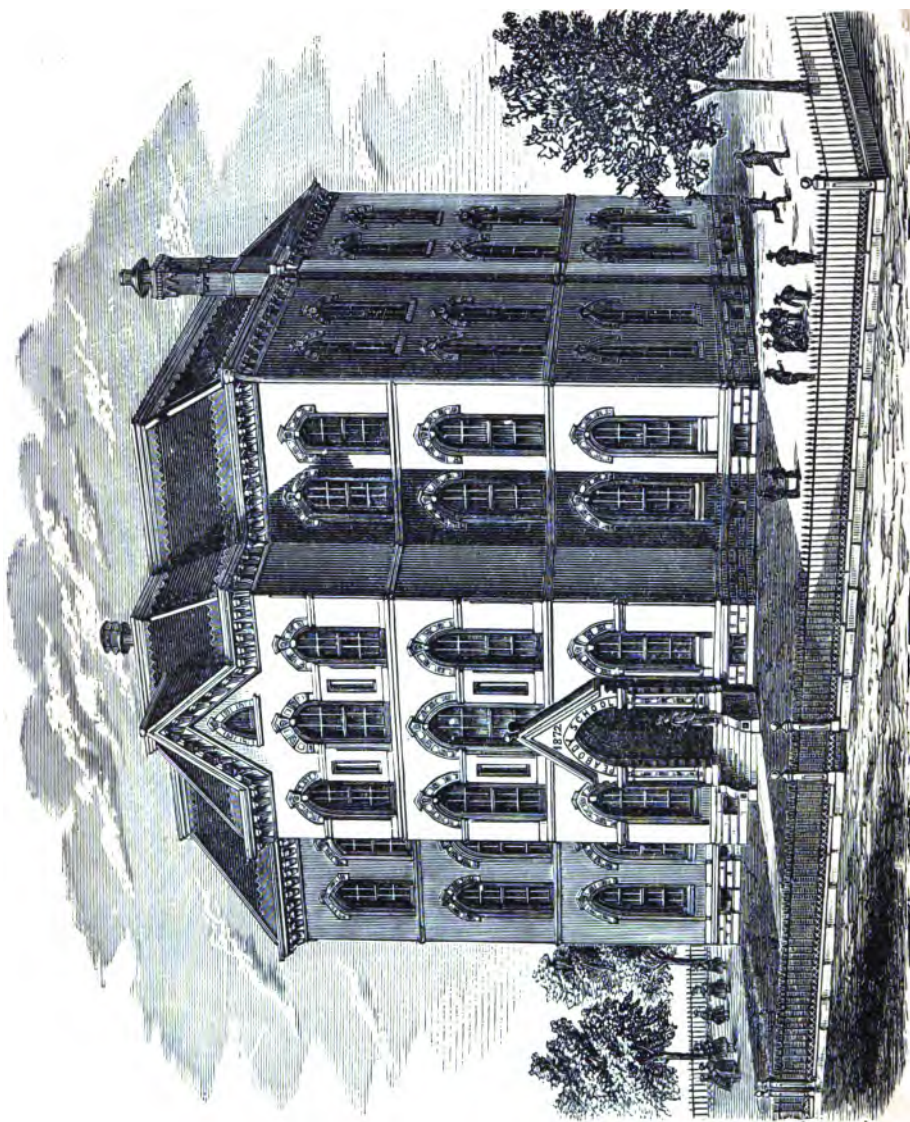
Resolved, therefore, that in the death of Miss Wilson, connected as she was with the Public Schools of this city as a most faithful and efficient teacher for a period of seventeen years, this Board and the public have sustained an irreparable loss.

Resolved, That in her death popular education has lost a friend and supporter whose services and example have done much to impress its importance and spread its influences in the community.

Resolved, That the members of this Board tender their sincere sympathy to the afflicted relatives for the great loss sustained by them.

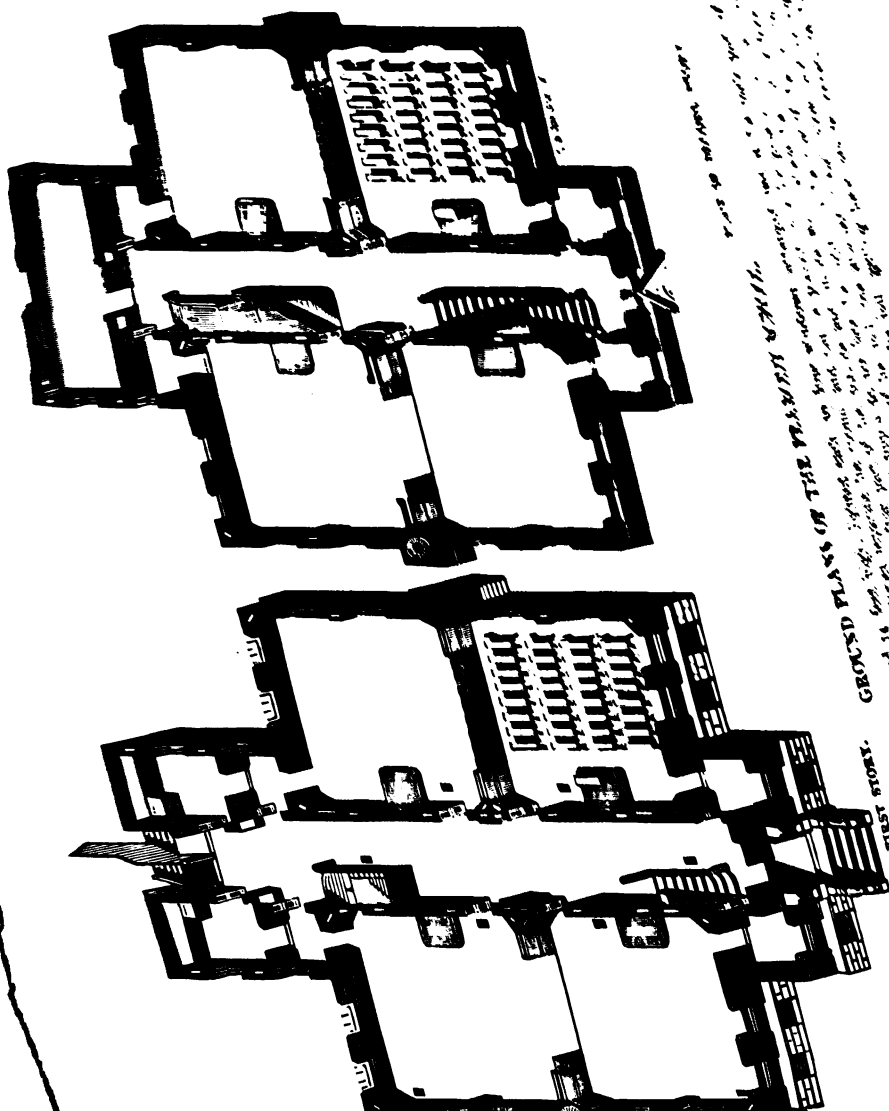
Resolved, That these resolutions be spread upon the record of this Board.

Resolved, That an official copy of these resolutions be furnished to the family of the deceased by the Secretary.



The BENTON, CARR LANE, CARROLL, CHARLES POPE, CLAY, CLINTON, DIVOLL, DOUGLAS, EDWARD BATES, ELLIOT, HUMBOLDT, IRVING, LACLEDE, LINCOLN, LYON, MADISON, O'FALLON and PEABODY SCHOOLS are built substantially in this style.
For ground plans see next page.



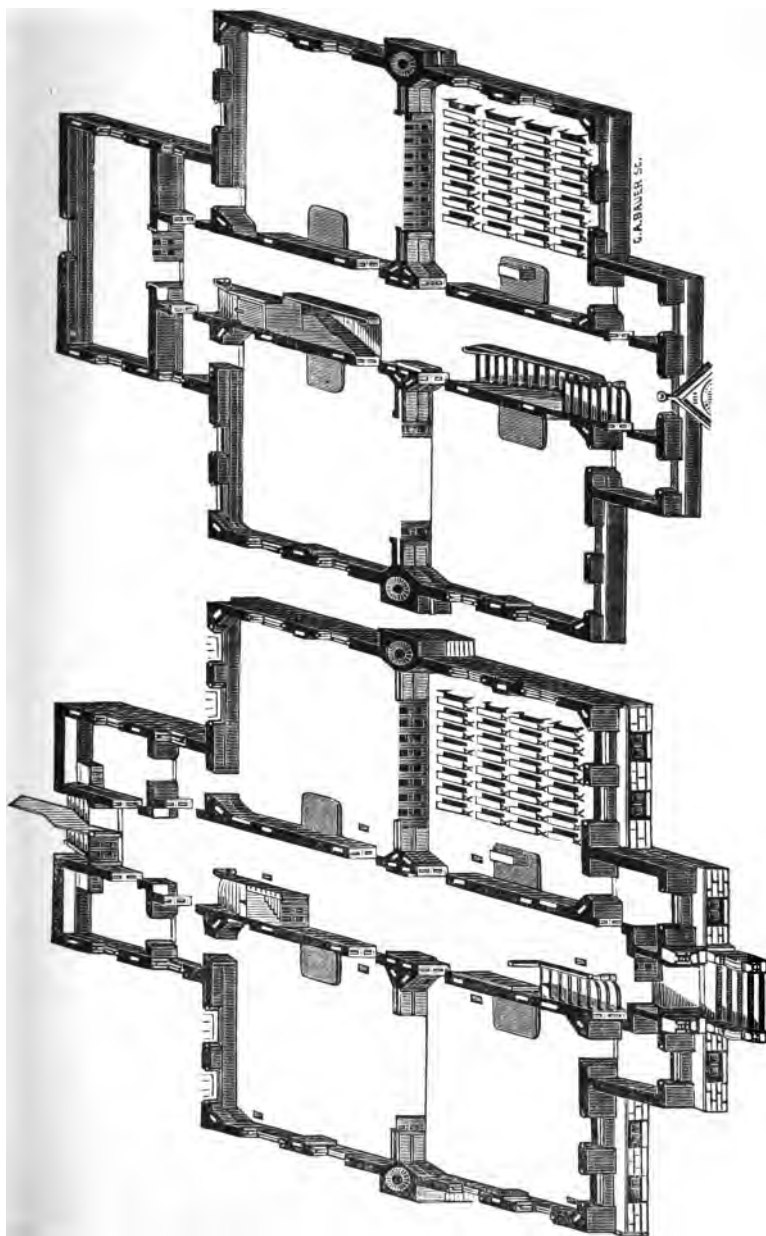


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PLAN OF FIRST STORY.

Twelve School-rooms, each having a sliding door on the outside. Sliding doors and heated apparatus for ventilation is placed on the two sides. Wardrobe for Principal, two for teachers, and also for the Principal, etc. Flues for the Principal, platform for the Principal, and also for the Principal, etc.



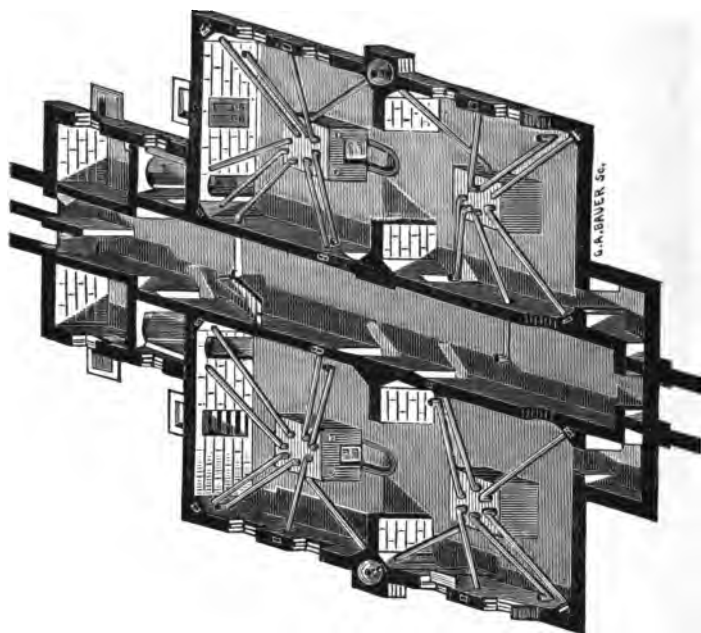
PLAN OF FIRST STORY.

GROUND PLANS OF THE PEABODY SCHOOL.

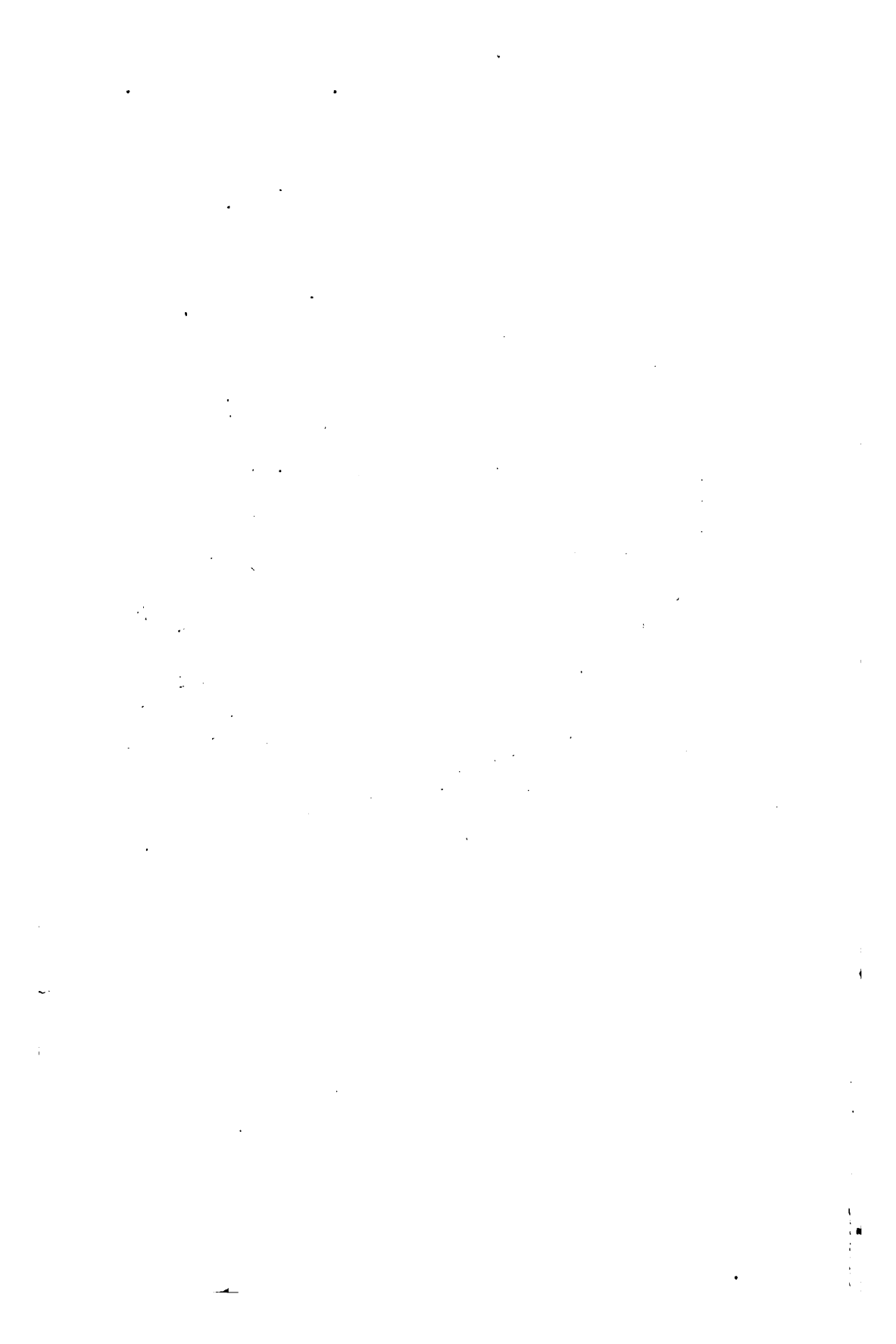
PLAN OF SECOND STORY.

Twelve School-rooms, each 27 by 33 feet and 14 feet high, lighted each by four windows arranged two in the back part of the room and two at the side. Sliding doors in the second and third stories separate the rooms, and can be pushed back for general exercises, such as singing, etc. Flues for ventilation and heating purposes may be seen in that part of the outside and inside walls where the sliding doors go back. The platform for teacher's desk is placed against the inside wall, so that the pupils do not face the light. In the rear of the hall on the second floor is a room for the Principal. Wardrobes are seen in the corners at the ends of the hall, one attached to each room, and having doors opening into the school-room, and also out into the hall; the pupils pass through these into the hall, getting their hats or bonnets on the way.





View of the basement, showing the position of the furnaces, hot-air flues, etc.



PUPILS NEITHER ABSENT NOR TARDY.

The following is a list of the pupils neither absent nor tardy for the two hundred days of the scholastic year:

NORMAL SCHOOL.

For two years.

Anna J. Kelley.

For one year.

Missouri Van Fossen.

HIGH SCHOOL.

For three years.

Sarah V. Batchelor.

For two years.

Mary E. Hill,	Florence Manny,	Dora C. Campbell,	Emanuel D. Block,
Rosalie Lafranchi,	Chas. H. Schureman,	Mattie A. Webster,	Fred. H. Sachleben,
Mary R. Graham,	Benj. Schnurrmacher,	Caroline Hicks,	Eleneious Smith.
Pauline Koch,	David T. Breck,	Hattie S. Irwin,	

For one year.

Elizabeth Amos,	Sarah I. Durkee,	Wm. G. Pierce,	Leo Frank,
Annie Cousland,	Mary Lee,	James B. Scott,	Joseph Nangle,
Annie C. Platt,	Ida E. Mock,	Edwin F. Smith,	Frederick Ruhland,
Katie V. Clark,	Matilda A. Straus,	Ind. Bridge,	Gustav G. Sieg,
Judith E. McDowell,	Laura C. Tutt,	Henry Dale,	Edward E. Acton,
Annie M. Potee,	Alice B. Banister,	George H. Kohn,	George F. Cottrell,
Kate S. Trevor,	Emma R. Fox,	Rolla R. Redfield,	Ambrose C. Heltzell,
Fanny Waters,	Lizzie Hammon,	Ernest E. Schluter,	Finley H. McAdow,
Susie M. Fowler,	Laura I. Tichenor,	Charles C. Sprague,	Wm. A. Rutter,
Eveline H. Goff,	Lyman W. Allen,	Charles Hasselhun,	Chas. M. Seely,
Fanny K. Shaw,	George E. Allison,	Turner Lewis,	George Williams,
Pauline Skrainka,	Wm. A. Butler,	Carl Luedeking,	Chas. Heitzberg.
Dora G. Ayres,	Lewis A. Kohn,	Wm. E. Fisse,	

FIRST BRANCH HIGH SCHOOL.

For four years.

Ella Rosenbaum.

For three years.

Helena Waugh.

For two years.

Barbara Cousland, Emil A. Sennewald.

Bertha Zobel,	Claudina M. Meyer,	Anna Althouse,	Edw. R. Wolf,
Bertha Schumacher,	Minnie Herthel,	Edw. Barklage,	Max. Krausnick.
Henrietta Bland,	Mary J. Connelly,	James P. Lindsay,	

SECOND BRANCH HIGH SCHOOL.

For one year.

Evelyne Allen,	Julia Anna Bulkley,	Addie T. Dickinson,	Ellen McCann,
Rosetta E. Banister,	Hattie B. Charles,	Emma Gilmore,	Elizabeth McKee,
Gus. A. Springmeyer,			

DISTRICT SCHOOLS.

BENTON SCHOOL.

For one year.

Ella Forbes,	Julia Topel,	Sidney Eastwood,	Eugene Niehaus,
John Vogelsang,	Katie Jackson,	Theresa Berner,	Albert Gerhardt,
Herbert Merrill,	Louis Friezelman,	Julia Dewsnap,	Amel John Lorenzo,
Lizzie Blackie,	Wm. Straub,	Annie Bauman,	Sidney Aloe,
Wm. Lanke,	John Straub,	Amelia Topel,	Henry Allen,
Lizzie Apel,	Chas. Lounzie,	Charles Smith,	John Arata,
Kate Brunner.			

BLOW SCHOOL.

For one year.

Rose Ellinger,	Mary Delcore,	Ellsworth Doering.
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BLOW PRIMARY.

For one year.

Lottie Haight.

CARONDELET.

None.

CARR.

For three years.

Emily Hampson,	Matilda Meyer,	George Suttor.
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For two years.

Matilda Schacht,	Maggie Stevenson,	Amelia Sutter,	Henry Heintz,
Rowena Rivers,	Mattie Stevenson,	Frank Heitzig,	George Sporleder

For one year.

Tillie Sennewald,	Lena Roemer,	Lilly Sinclair,	Wm. Schultz,
E Sennewald,	Julia Kroeger,	George Dekker,	Henry Angermann,
Emma Heintz,	Vena Leyh,	Wm. Dekker,	Wm. Mentz,
Lizzie Staedling,	Emily Hoffmann,	George Robertson,	Wm. Bersch,
Joseph Backoff.			

CARR LANE SCHOOL.

For two years.

Charles Hight,	Henry Sycamore,	Mary Garrell,	Fride Hausperger,
Louisa Kinsler,	Annie Pressler.		

For one year.

Carrie Garrell,	Katie Rehm,	Matilda Wagner,	Adam Bucher,
Susie Simmons,	Matilda Weigel,	Leo Sycamore,	George Shutter,
Alice Soderer,	Lina Kascher,	Frank Sumner,	Frank Brieg,
Nettie Hanson,	Sophia Volmer,	Frank Hyatt,	Launcelot Ryan,
Fannie Opel,	Adelia Sleeper,	Louis Reps,	Charles Brieg,
Ella Putney,	Thekla Hoyer,	Otto Reps,	George Draude,
Josephine Kinsler,	Lizzie Marshall,	Frederick Betholdt,	Bernard Sheehan,
Mary Thomas	Alvina Bauldauf,	John Weigel,	Willie Hanson,
Mary Ammon.	Carrie Kitchen,	John Wolf,	Julius Sycamore.
Susanna Rehm,	Mary Montague,	Julius Garrell,	

CARROLL SCHOOL.

*For two years.*Maggie Hans,
Kate Skillman,Augusta Stoevener, Francis Fung,
Henry Boggs, Chas. Grindler,

August Karl.

*For one year.*Clara Breitenstein,
Ida Breitenstein,
Dora Fisse,
Lizzie Trischer,Amelia Grindler,
Ella Noel,
Nora Patting,
Lena Schmidt,Amanda Vanderau,
Wm. Apple,
Eugene Hessel,
John Jost,Fred. Lippert,
Louis Hassendeubel,
Rudolph Rauth,
Louis Schneider.

CHARLESS SCHOOL.

For two years.

Fred. Kunnike.

*For one year.*Mary Hammon,
Bertha Nolte,
Hannah Beckmann,Ida Dallwigh,
Alma Hammen,
Tillie Kunst,Mary Herbster,
George Grenzebach,Louis Bechel,
Louis Schnurmacher.

CHOUTEAU SCHOOL.

*For one year.*James Milburn,
Wm. Dickenson,
Jimmie Gass,Robert Johnston, Katie Bergman,
Henrietta Johnston, Minnie Bergman,
Frank Gass.Freddie Seimons,
Eliza Keck,

CLAY SCHOOL.

For three years.

Herman Henger,

Mina Stein.

For two years.

John Obert.

*For one year.*Henry Busack,
Willie Busack,
Louis Busack,
Leopold Eifen,
Olga Jouse,Arnold Elstermann, Fritz Nachtenhorst,
August Jolly, Louis Newsham,
John Landvogt, Bernard Nordhaus,
Henry Long, Harry Rosenbaum,
Mary Obert.Julius Sondermann,
Ingham Whitehill,
Lafayette Yeates,
Mollie Wylie,

CLINTON SCHOOL.

For two years.

Valeria Fassold,

Arthur Hartman,

Otto Heckelman,

Annie Pfeiffer.

*For one year.*Lily Balmer,
John Brohan,
Fanny Beauvais,
Lulu Baker,
Adolph Boehman,
George Doerbaun,James Fox,
Emil Heintz,
Albert Jaeger,
August Kahman,
Henry Krull,
Emma Kohn,Jennie Lippman,
Julius Lohrman,
Eliva Lindsay,
Charles Miller,
Emma Peck,
Ellen Rotterman,James Ritchie,
Jennie Skrainka,
Martha Stork,
Clara Skrainka,
Frank Stretch,
Fred Witte.

COMPTON SCHOOL.

For two years.

Henry Griesbach.

For one year.

Caroline Rodolph,

Otto Rodolph,

Pauline Schroeder,

Francis Griesbach.

DISTRICT SCHOOLS.

DODIER SCHOOL.

For two years.

John Van Kamer,	Henry Hoggemeyer,	Fannie Archer,	Minnie Archer,
Imogene Winkleman.			

For one year.

Mena Donnerberg,	Annie Woodward,	Katie Lohman,	Emma Lohman,
August Rausenbach,	Orion Miller.		

DOUGLAS SCHOOL.

For two years.

Rosa Banister,	Ella Moore,	Edward Buschman,	Wm. Dale,
Ida McKee,	Carrie Haworth,	Louis Trinkhouse,	Edward Vossler,
Rebecca Louis,	Henry Dale,	Gerry Tenbroek,	Harry Henry,

For one year.

Clarence Hodge,	Sarah Dale,	Mary Marlow,	Edward Goldstein,
Margaret Barsaloux,	Augusta D'Amour,	Alfred Dale,	Matilda Gunther,
Esther Cutz,	Wm. Parks,	Jessie Potee.	

EADS SCHOOL.

For two years.

Ada Butts,	Edward Miller.	Ada Jacquemin.
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For one year.

Fannie Bertram,	Samuel Hawkins.	Harry Langsdorf,	Sterling Robbins,
Frank Crunden,	Oscar Heitmeyer,	Albert Linz,	Herbert Smyth,
Theodore Harper,	Bertha Langsdorf,	Elias Linz,	Charles Vonderau,
Thomas Whitely,	Adolph Winkelmeyer.		

ELIOT SCHOOL.

For four years.

Sarah Wilmore.

For two years.

Hattie Cozzins.

For one year.

Clara Calhoun,	Lizzie Butler,	Bertha Stiefel,	Wm. McGilway,
Minnie Marvin,	Ida Blech	Sallie Yeaman,	Edward Neidan,
Julia Robinson,	Alice Smith,	Emma Kerlmeyer,	Ida Winkelmeyer,
Rose Neidan.			

EVERETT SCHOOL.

For two years.

Louis Harberger.

For one year.

Nannie Black,	Annie Miller,	Lizzie Coffe,	John O'Connor,
Matilda Burger,	Missouri Raymond,	Lillie Lermme,	Fred Wolmer,
Maggie Sullivan,	Lulu Dumont,	Mary A. McEmol,	Joseph McKenna,
Flora Williamson,	Lena Archschoefer,	Lena Gateman,	Henry Volmer.
Josie Raymond,	Mina Meyer,	Edwin Raymond,	Alfred Webb,
James Williams.			

FRANKLIN SCHOOL.

For two years.

Wm. Hagermann.

*For one year.*Ida Busch,
Hephsie Cook,
Amanda Gerdeman,
Cornelia Scott,Effe Wood,
Hattie White,
George Barton
Wm. Brinkmeyer,Joseph Cannon,
Louis Gerdleman,
Benj. Gerdleman,
Fred. Hagermann,Albert Harig,
Wm. Ludom,
Charles Moffit,
Thomas Shaw.

GAMBLE SCHOOL.

For two years.

Augusta Hendsick,

Edward Billhartz,

Emil Sigwart.

*For one year.*Edward Kenhu,
Charles Hollo,
Maria Oberle,Edward Massott,
Theodore Beck,
Nettie Hummel,Sarah Link,
Adelia Esrich,
Caroline Diehl.Emma Hofmeister,
Bertha Fachinger,

GRAVOIS SCHOOL.

None.

HAMILTON SCHOOL.

None.

HUMBOLDT SCHOOL.

*For one year.*Andrew Wanzon,
Otto Ehrhardt,Ezra Miller,
Gretchen Mangels,Willie Marshall,
Henry Dibbe,Henry Hohenschield,
Lizzie Schoff.

IRVING SCHOOL.

For one year.

Frank Schaub.

JACKSON SCHOOL.

For two years.

Emma Dreschmidt,

Frederick Tieben.

For one year.

Charles Dreschmidt,

Sophia Van Hamen,

Garret O'Connell,

August Pieper.

JEFFERSON SCHOOL.

For three years.

Lizzie Bode.

For two years.

Ada Lee,

Lillie Mechlin,

August Bode,

Augusta Mueller.

*For one year.*Tillie Weber,
Emma Fleischmann,Henry Schroeder,
Gustave Vitrey,

George Miller,

Leota Rust.

JEFFERSON BRANCH SCHOOL.

*For one year.*Louisa Ballit,
Mary Eckert,Charles Scheining,
Adam Shuh,Joseph Hermann,
Frank Varinkamp,

Adam Bickle.

LACLEDE SCHOOL.

For one year.

Lily Chatillon,
Eliza Muhleman,
Rosa Schumacher,
Louisa Bashold,
Amelia Stein,
Emma Wolfarth,

Mina Diehl,
Amelia Hook,
Josephine Woehrie,
Caroline Shargenberg.
Robert Fuerth,
Nellie Fuerth,
Luella Skinner,

Gideon Amann,
Louis Tausig,
Edwin Greder,
Robert Fuerth,
Emil Speth,
Frank Wilser,

Oscar Massot,
Oscar Lips,
Henry Congo,
Albert Skinner,
Albert Woehrie.

LAFAYETTE SCHOOL.

For one year.

Pauline Barry,
Herman Bleek,
Louis Brennan,
Alma Brockstedt,
Henry Deffer.

John Ealer,
August Frederick,
Conrad Frickel,
Daniel Greene,

Elias Greene,
George Kennedy,
Frank Schrandolf,
Henry Sinn,

Julius Stupp,
Peter Stupp,
H. Vogel,
Frank Woraseck,

LINCOLN SCHOOL.

For three years.

George Barron,

Emma Buschmann, James Damphy.

For two years.

Lizzie Herndon,
John Oats,

Kate Monrotos,
George Siebert,

Lillie Schwabel,
Ormand Monrotos,

Gustave Siebke,
Henry Siebke.

For one year.

Theo. Conzelman,
Matilda Woerner,
Julia Corley,
George Williams,

Lillburn Shields,
Jennie Murrill,
Frederick Gantz,
Anna Hunt.

George Lutz,
Nancy Trigg,
Annie Williams,

Lottie Gilbraith,
John Nordman,
Johanna Damphy,

LYON SCHOOL.

For two years.

Adolph Rosenburg,

Emil Krausse,

For one year.

Emil Bamberger,
Louisa Smith,

Cornelia Krausse,
Emma Erd.

Lina Peters,

Julia Heatherman.

MADISON SCHOOL.

For two years.

Louisa Mack.

For one year.

Mary Nilan,
Jennie Hammond,
Ottillia Jost,
Bertha Stueck.
Julia Pierce,
Otto Bracht,
Adolph Glaser,
Gustav Wamsanz,
Frank Stahr,
Henry Hollrah,
August Hager,
Jessie Pierce,

Gustave Koerner,
Charles Deitz,
Frank Wright,
Mary Keller,
Annie Schlaepfer,
Louisa Stumpf,
Martha Rehfeldt,
Arthur Falkenhelmer,
Ida Heinrich,
Fannie Martz,
Rosa Mack,
William Petri,

Emma Hinzpater,
Edward Kaihammer,
Emil Brill,
Thomas Handly,
Ellen Holland,
Otto Wasum,
May Mortimer,
Mille Tichenor,
Anton Stumpf,
Richard Upmeyer,
Erwin Yost,
Emma Johnson,

Arthur Herold,
Mary Vowinkle,
Annie Lauchly,
Isabel Thomas,
Charles Lauphen,
Athalina Tunncliff,
Ransom Tunncliff,
Harry Tunncliff,
Clarence Tunncliff,
John Meyer,
Isabella Ford,
Mary Ford,

MARAMEC SCHOOL.

For one year.

Amelia Fett, Dixie Hanna.

O'FALLON SCHOOL.

For two years.

Mina Niedemeyer, Robert McConnell, Edward Hank.

For one year.

Amelia Klientwort,	Annie Keogh,	Louis Mysing,	John Finkenkeller,
Katie McDermot,	Jenny Downey,	Henry Gieselman,	Edward Beck,
Anna Vonderahe,	Wm. Ortman,	Samuel McCullough,	William Hagen,
Frank Mysing.			

OLIVE STREET PRIMARY.

For one year.

Julius Goosebrink, Addie Belle Wood.

PENROSE SCHOOL.

For two years.

William Davis.

PESTALOZZI SCHOOL.

For one year.

Frederick Wetzel,	Joseph Kern,	Willie Letzig,	Nettie Nelson,
August Schulz,	John Betzhold,	Otto Schultz,	Emma Zimmer,
Reinhart Simmer,	John Doerr,	John Hesse,	Mary Toney.
William Koessler,	August May,		

SHEPARD SCHOOL.

For one year.

Emma Kern, Mattie Robacht, George Frech.

STODDARD SCHOOL.

For four years.

John Fisher, Helen Durkee.

For three years.

Nellie Fox, Nannie Gorman, Willie Chapman, Nellie Thompson.

For two years.

Nellie Maxon,	Bettie Grainger,	Willie Hodgman,	Ida Ringen,
Ralph Buck,	Florence Legg,	Carrie Plant,	Eddie Colcord.

For one year.

Harry Quinby,	Frank Webster,	Susie Hayden,	Fannie Talbott,
Robert Patterson,	Walter Manny,	Mary Taylor,	Flora Reilley,
Jno. A. Calhoun,	Carrie Sheldon,	Willie Smith,	Sallie Peck,
James Farrar,	Ida Holliday,	Clara Stubblefield,	Dora Ludwig,
Tullie Grether,	Florence Bevis,	Julia More,	Jennie Blow,
Walter Graham,	Henrietta Myers,	Jessie Taylor,	Annie Todd,
Maggie Saddler.			

WASHINGTON SCHOOL.

For one year.

George Enzinger,	Louis Dehner,	Helen Sweeney,	Fred. Mohl,
Agnes Johnson,	Emma Ehlich,	Louis Wild,	John Mohl.

WEBSTER SCHOOL.

For two years.

Arthur W. Clarke, Lansing G. Morrill,

For one year.

Emma Ette,	Geo. Cade,	Josie Noble,	Belle Molyneaux,
Theo. Green,	Maggie Lack,	Willie Aston,	N. De Mars,
Wm. Lane,	Theo. Wright,	Chas. Seidlitz,	Sophia Eschman,
Flora McComb,	Chas. Linch,	Lizzie Segar,	Arthur Cobb,
Chas. Stein,	Sarah Bradshaw,	Wm. Merkel,	Fred. Lack,
Walter Wright,	Wm. Rollins,	Chas. Wilke,	Wm. Drecksage,
Annie Oetres,	Geo. Eberhardt.		

NEW WEBSTER.

For two years.

Annie Teuteberg.

For one year.

Ella Hay,	Henry Meyers,	Annie Rothemeyer,	Christie Messmer,
Katie Gillespie,	Hattie Harward,	Mary Little,	Lulu Voorhis,
Clinton Williamson,	Henry Donnerworth.	Emma Vaughn,	Alfred Lever,
Hattie Braumsch,	Otto Donnerhouse,	Leo Christin,	Amelia Finch,
Emma Carroll,	Josephine Bueltmann,	John Burns,	Henry Ailermann,
Nettie Stewart,	Frank Eckhardt,	Andrew Case,	Walter Warner,
Alfin Cade,	William Hunicke,	William Kroening.	

NUMBER ONE.

None.

NUMBER TWO.

None.

NUMBER THREE.

For one year.

Julia Smith,	Tella Farmer,	Mary Guthrie,	Richard Turner,
Hattie Harris.			

NUMBER FOUR.

None.

NUMBER FIVE.

None.

NUMBER SIX.

None.

COLORED SCHOOLS.

Last year I reported that the Board had provided good buildings for all the Colored Schools in the main part of the city. A lack of proper accommodations in South St. Louis moved the Board to purchase a lot in the northern part of that place and take measures to erect a building for School No. 6. The pupils belonging to that school have been obliged, during the past year, to travel nearly two miles to reach the school-house.

There does not seem to be any increase, or a very slight one, of colored pupils on the whole. The entire registration was 1,568 pupils against 1,560 of the previous year. It is doubtful whether the colored population, which was set down at 22,088 in the census for 1870, is not rather decreasing than otherwise. In 1850 it was 4,054, and in 1860 only 3,297.

The running expenses for the past year were \$18,384.

The entire amount invested by the Board in this department is as follows:

No. 1 (ground leased), value of improvements	\$ 4,003
No. 2, lot, houses and furniture.....	13,513
No. 3, " " "	31,033
No. 4, " " "	15,287
No. 5, rented....	500
No. 6, lot, building and furniture.....	9,000
Total.....	\$73,316

O'FALLON POLYTECHNIC INSTITUTE

AND

EVENING SCHOOLS.

This phase of our system looks towards the education of that portion of our population actually engaged in productive industry. To accomplish this in the most efficient manner possible is an object of great solicitude on the part of the Board. Shall such schools confine themselves to teaching those conventionalities which are necessary to all individuals, whether engaged in industrial pursuits or not; or shall the branches taught relate to the technics of the several trades?

Until a man can read and write, not much benefit can be derived from attempting to instruct him in Mechanics and Physics. After reading and writing, certainly Arithmetic is the most important branch; it is indispensable as a means of learning the technics of all the trades as well as those of commerce. In common evening schools special stress has accordingly been laid upon Arithmetic, and after this upon Reading, Writing and Spelling. Some Geography and some Grammar has been taught. In the O'Fallon Polytechnic Institute, which serves the purpose of a High Evening School, Higher Arithmetic, Algebra, Geometry, Line Drawing, Chemistry, Natural Philosophy and similar branches have been taught. Thus opportunity has been furnished for all to pursue such studies as they were fitted for. The average age of those who were admitted during the past year was 16 years. About one pupil in five was 21 years of age and upwards, as may be seen in the following table:

1901

TABLE I.

Ages of Pupils in Evening Schools.

AGES.	Institute.	Benton.	Blow.	Carr.	Carr Lane.	Chouteau.	Clay.	Everett.	Humboldt.	Jefferson.	Lafayette.	Madison.	Webster.	No. 1.	No. 2.	No. 3.	No. 4.	TOTAL.
No. 12 yrs. old.	..	30	4	13	23	14	8	91	34	49	25	18	14	3	3	5	4	338
13 "	2	58	5	48	31	15	16	50	38	58	35	43	27	2	..	6	2	434
14 "	9	78	9	53	37	17	35	60	55	60	80	49	56	4	3	11	4	620
15 "	21	55	17	38	48	21	35	90	46	47	70	59	41	2	7	22	7	628
16 "	29	53	15	38	25	28	32	50	18	35	45	45	46	2	8	16	7	491
17 "	25	41	11	17	17	11	23	46	13	12	39	21	24	4	6	25	2	337
18 "	21	28	8	4	34	11	27	17	2	20	10	15	23	5	8	18	4	253
19 "	18	17	5	9	11	4	12	22	3	8	7	8	9	8	9	13	4	166
20 "	5	10	3	5	4	2	13	8	1	9	13	10	10	7	5	14	5	124
21 "	8	8	2	6	3	3	9	8	2	3	17	7	4	3	7	38	3	131
22 "	4	8	1	4	5	1	4	..	1	4	11	8	3	9	7	13	3	86
23 "	2	2	..	1	4	..	2	..	..	1	10	3	2	5	7	9	2	50
24 and over.	15	15	2	13	12	4	6	3	..	21	90	16	14	41	57	142	30	481
Total....	159	400	82	249	254	131	222	445	213	325	452	302	273	95	128	332	77	4137

Average Age..... 16.

On another page, where I have given the statistics of the occupations of the parents of the children of the day schools, I have produced the figures of the United States census showing the relative numbers engaged in the different occupations. A comparison of those data with the following table will show which trades or employments—whether of manufactures or of commerce—are best represented in the evening schools.

a higher degree of education, embracing the studies in the higher grades of District Schools and in the Public High School, increases his value fifty per cent. more, and his wages in the same degree. To make this evidence more complete, similar testimony was accumulated from intelligent laborers in all parts of the country, and the same result was obtained with like unanimity.

But we are not so ready to perceive what goes on constantly under our own eyes as that which excites us by its strangeness. The results and tendencies in foreign nations, when summed up before us, bring a more overwhelming conviction on this phase of our theme. During the past twenty years there has been inaugurated an immense movement towards special education of the laboring classes of the people in order to increase the results of productive industry. Property itself has sought investment through the municipal organization of the community in the founding of numerous schools for scientific instruction in agriculture, horticulture, forestry, the culture of the vine and the silkworm, and veterinary surgery; also for mining and metallurgy, navigation and commerce; for engineering in its various departments; for the various technical applications of chemistry to the arts and manufactures; and, finally, for the acquirement of skill in every species of industry. The example of one nation and its practical success in increasing the productivity of its laborers by school education, soon compelled its jealous neighbors to enter the same field purely for the protection of their own material interests, and at present there are multitudes of these schools, well-endowed and equipped with all the apparatus yet invented, in Prussia, Belgium, Italy, Sweden and Denmark, France, Switzerland, Austria, Baden, Bavaria, Wurtemberg, and Great Britain, while Russia itself is awakening to the importance of this movement and hastening with accelerated speed in the same direction.

The first great national exhibition proved decisively that those nations were most advanced on the road to the creation of wealth whose schools in science and art had been supported for the longest period, and in the freest and most liberal manner. This lesson has been repeated and enforced with each succeeding universal exhibition, until it has been accepted that material prosperity and scientific enlightenment are inseparable—the former the effect, the latter its producing cause.

The well-known principle in political economy, that the community flourishes best with diversity of employment at its doors, is familiar to all. That community is dependent and weak whose raw productions must seek a distant country for manufacture and consumption. That community which manufactures its raw material, and has the greatest amount of labor in its finished product before sending it out to the world through the avenues of commerce, is the wealthiest and most powerful. If Missouri sends her iron ore a thousand miles to Pittsburgh, or five thousand miles to Birmingham, to be made into pig-iron and transported back for use in our own foundries, there is great waste of labor in the process. If the expenditure of capital will develop skilled industry, it is the interest of capital that such expenditure be made. The question is not merely one of opinion any longer. It is the verdict of the civilized world, announced in the most unmistakable form—that of the deliberate deed—that the community must see to it that general and special education be fostered if it would thrive in the accumulation of wealth.

Massachusetts has, by direct State laws, obliged its cities and towns to introduce the art of drawing into its schools. Drawing is the only general branch of instruction by which that instrument of all instruments—the hand—is trained. As a general condition of all practical skill whatever, the training of the hand is important enough to be introduced into common-school education. Drawing is the branch in which the hand is trained to obey the mind in the portrayal of form. The portrayal of form is the pure art that relates to the production of form or the arts of construction, as pure mathematics relates to its applications. The apprentice who can realize his idea in a drawing can perform mechanical problems insoluble to the mechanic who does not know how to draw.

The employment of the distinguished Art-Master from London—Walter Smith—first by the city of Boston and afterwards by the State of Massachusetts, as “State Director of Art Education,” inaugurates a new epoch in the history of common-schools as regards industrial education, for it is very clear that similar action will be adopted by the other States, and everywhere we shall see in our common schools a tendency to adapt themselves more and more to the purposes of furnishing skilled

labor in the industries. The tendency is obvious enough, and has the momentum of civil society to impel it. If any influence is required, it should rather be a retroactive one than otherwise, for the danger lies not in the neglect of the industrial branches, but in the neglect of the old course of study through an under-estimate of its object and potency.

The State of Illinois, last spring, adopted an amendment to the school law, providing that no teacher should be authorized to teach a common school, who is not qualified to teach "the elements of the natural sciences, physiology and laws of health," in addition to the branches previously required.

That instruction in the Natural Sciences can be carried on in common schools has been demonstrated by our own experience during the past year. The method of instruction must be different from that employed with the other branches, or there will be collision. However, if taught orally, and not by too frequent recitations, it introduces an agreeable contrast into the schools, and strengthens the impression of all the lessons on the mind of the pupil.

The correlation of man's spiritual well-being with the supply of his physical wants and necessities must be well understood by the educator if he would escape ruinous extremes and avoid the proscription of all studies looking towards skilled industry on the one hand, or towards the most elevated culture on the other hand. It must be granted that civil society, in its first and most obvious functions, exists for the creation and distribution of material resources. In this respect *property* is its ultimate object and aim. The isolated man, sundered from the means of combination with his fellows, is, and must be, a naked, hungry savage, scarcely able to put on a respectable appearance in the society of brutes. If, in his tribe, he finds social possibilities, the savage is at once elevated from the wild man and becomes human to some extent; but, lacking institutions through which he may combine with his fellow-men in manifold ways, he remains a mere savage and only the possibility of a man in the civilized sense of the word. Property is the great instrumentality which the human mind has invented to elevate itself above immediate brute necessity, and to furnish the body with food, clothing and shelter with the minimum of exertion. It is the necessary condition for subsequent spiritual growth. Only when the

raging pangs of hunger and cold are appeased can reason occupy herself with questions that look before and after and touch the nature, origin and destiny of the soul. But reason is called into activity and occupied with the questions of supplying material wants first. The necessity of combination and mutual recognition, in order that property may exist, is a feeling that grows into a historical fact. Out of natural, gregarious combination arises conscious thought, through the necessary expression of wants and feelings and the consequent discovery of common grounds of assent and dissent. In order to combine with his fellow-men the individual must sink his most peculiar preferences and inclinations and plant himself on a deeper idea or sentiment, one which he holds in common with the rest. This process of elimination of what is merely peculiar or negative, and of retaining the positive general result, is the activity of thought. Thus, even in the activity of gratifying his personal wants and necessities, man is forced to combine; and in order to do this he is obliged to eliminate what is merely animal from his character, and to square his character by what is universal, *i. e.*, regulations of justice and prescriptions of morality. The human being thus ascends above his mere natural condition to a spiritual or rational existence. From this point of view there is no materialism in the productive industry of our time; all its seekings have, as final goal, the cancelling of man's dependence upon matter, through the organization of industry, in such a way that machinery shall do the necessary work to supply human wants and leave each individual free for the culture of his rational being.

TABLE III.

Birthplaces of Pupils in Evening Schools, 1871-72.

	Institute.	Benton.	Blow.	Carr.	Carr Lane.	Chouteau.	Clay.	Everett.	Humboldt.	Jefferson.	Lafayette.	Madison.	Webster.	No. 1.	No. 2.	No. 3.	No. 4.	Total.
St. Louis.....	80	172	18	127	97	69	128	206	148	187	335	188	123	9	8	48	12	1854
Missouri (outside St. L.)..	9	13	23	5	16	4	15	24	5	8	4	5	32	37	107	37		347
New England States.....	2	18		2	5			1	6				1	1				36
Middle States.....	11	26	7	14	12	3	6	38	5	15	14	7	7		1	31		187
Southern States.....	6	25	2	11	10	1	9	14	5	6	8	3	6	33		63	28	239
Tennessee and Arkansas..	3	5						5	4	1	1	2	1	11	41		3	76
Kentucky.....	3	4	1	2	5	1		5	1	1	2		2	7	15	52	5	106
Ohio.....	10	13	1	4	5	2	3	9	4	9	4	4	5		10	3		86
Michigan and Indiana....		7	4	1	5	1		7		4	6		1		1			36
Illinois.....	6	11	2	11	17	9	9	32	19	8	10	10	10	1			1	146
Wisconsin and Minnesota..		5	3	1	11	2	1	3		1	5	3	3		2			49
Iowa.....	1	9	2	2	9		3	16	1	3	2	3	5	1				57
Other West'n States & T's		4	1			1	2	7	2	2	4	3	3			2		31
British America.....	1	9	3	3	10	4	2		2	6	2	7	1					50
Great Britain.....	10	14	1	1	13	5	4	31	1	8		2	4					94
Ireland.....	1	14	2	1	18	16	3	6	2	3	4	4	4					78
German States.....	13	25	2	50	16	10	36	11	8	55	114	55	53		1			449
Other European States....	3	22	5	2		3		3	6	3	9	7	3					66
Unknown.....	1	4		12	5			42		6	24		37		10	27	1	169
Total.....	159	400	82	249	254	181	222	445	213	325	452	302	273	95	126	332	77	4137

The Evening Schools are so organized as to furnish one room in each for the express purpose of instructing foreigners in the use of English. The course of study is so modified as to omit arithmetic in those rooms and employ the whole time in learning to read, write and speak the English language.

TABLE IV.

Attendance of Pupils in Evening Schools, 1871-72.

ATTENDANCE.																		
	Institute.	Benton.	Blow.	Carr.	Carr Lane.	Chouteau.	Clay.	Everett.	Humboldt.	Jefferson.	Lafayette.	Madison.	Webster.	No. 1.	No. 2.	No. 3.	No. 4.	Total.
Attended 80 nights.....	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11
“ 72-80 “.....	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14
“ 64-72 “.....	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20
“ 64 “.....	7	10	...	21	...	19	2	72	4	18	12	13	6	2	6	5	1	191
“ 60-64 “.....	39	2	36	18	20	30	73	18	42	66	30	36	9	14	35	6	481	
“ 50-60 “.....	14	30	4	24	16	17	31	55	40	42	47	41	40	20	16	28	13	478
“ 40-50 “.....	15	32	5	30	36	15	36	50	27	26	34	29	40	11	19	26	11	442
“ 30-40 “.....	10	41	17	18	31	11	22	40	15	44	57	30	36	12	11	87	7	439
“ 20-30 “.....	18	65	12	33	28	14	29	35	17	37	49	37	33	11	17	48	9	492
“ 10-20 “.....	17	85	15	41	46	16	30	55	42	51	60	49	42	21	21	56	19	666
“ less than 10 nights.	33	98	27	46	79	19	42	65	50	65	127	73	40	9	22	97	11	903
Total No. of pupils ...	159	400	82	249	254	131	222	445	213	325	452	302	273	95	126	332	77	4137
Total number enrolled ...	144	343	72	211	225	131	157	426	137	306	422	290	279	90	119	305	77	3734
Av. number belonging ...	84	188	33	148	115	90	121	294	118	189	224	174	187	56	70	155	44	2290
Av. nightly attendance....	77	153	27	131	95	80	107	258	105	166	202	145	168	51	57	135	39	1996
Per cent. of attendance ...	92	81	82	89	83	89	89	87	89	88	90	84	90	91	81	87	89	87
Av. number pupils to each teacher.....	21	31	16	29	29	30	30	37	30	27	28	29	27	28	23	31	22	29
Total number of teachers.	4	6	2	5	4	3	4	8	4	7	8	6	7	2	3	5	2	80

The number enrolled is 522 greater than the year before.

TABLE V.

Showing Expenses in Detail.

EVENING SCHOOLS.	Teachers' Salaries.	Supplies.	Fuel and Light.	Janitors' Salaries.	Grand Total.
O'Fallon Polytechnic Institute.	\$1,097 20	\$5 50	\$230 02	\$30 00	\$1,352 72
Benton.....	913 55	67 50	304 40	60 00	1,345 45
Blow.....	348 40	8 65	.....	40 00	390 05
Carr.....	708 00	11 35	114 55	40 00	873 90
Carr Lane.....	566 00	25 85	181 35	60 00	733 20
Chouteau.....	458 85	18 00	65 93	40 00	580 78
Clay.....	600 80	18 80	101 74	65 00	786 34
Everett.....	1,128 85	73 75	167 99	65 00	1,435 59
Humboldt.....	601 25	43 70	176 56	60 00	881 51
Jefferson.....	938 75	42 00	191 52	55 00	1,227 27
Lafayette.....	1,112 05	66 90	310 36	60 00	1,549 31
Madison.....	864 95	.....	313 77	60 00	1,238 72
Webster.....	871 40	18 10	118 85	60 00	1,068 35
No. 1.....	326 20	.....	78 65	30 00	434 85
No. 2.....	389 15	2 15	11 55	30 00	432 85
No. 3.....	766 95	13 35	119 73	40 00	940 03
No. 4.....	330 00	6 00	36 83	25 00	397 33
Total.....	\$12,018 35	\$416 80	\$2,463 30	\$820 00	\$15,718 30

TABLE VI.

Comparative Statistics.

YEARS.	Number of Schools.	Number of Teachers.	NO. OF PUPILS ENROLLED.			Av. number belonging.	Av. number attending.	Per ct. of attendance.	Av. number belonging to each teacher.	Entire cost of Evening Schools.	Av. cost per pupil.	Average age.
			Boys.	Girls.	Total.							
1859-60.....	5	14	777	84	861	536	490	85	39	\$3,041 00	3 30	18
1860-61.....	5	17	1027	122	1149	618	556	89	36	2,621 00	4 24	18
1862-63.....	4	12	726	106	832	416	346	83	35	1,624 00	3 30	17
1863-64.....	5	16	869	152	1021	514	431	79	38	2,220 00	3 57	16
1864-65.....	6	23	1177	294	1471	781	688	88	54	3,610 00	4 02	15
1865-66.....	8	32	1372	300	1672	861	751	86	35	5,450 00	6 56	15%
1866-67.....	8	30	1364	188	1553	887	773	87	28	5,500 00	6 30	16
1867-68.....	12	43	1836	188	2134	1191	1075	90	24	7,621 00	6 40	17
1868-69.....	12	46	2324	204	2528	1402	1259	89	30	8,713 25	6 21	17
1869-70.....	11	42	2253	211	2464	1247	1081	87	30	8,450 86	6 77	16
1870-71.....	16	68	2908	707	3615	2065	1773	88	33	11,996 85	5 69	17
1871-72.....	17	80	3425	712	4137	2290	1996	87	29	15,718 30	6 86	16

The Public School Library is a great auxiliary in the Evening School enterprise, inasmuch as the attendance on those schools has nearly doubled through the offer of free membership in the Library to such as attend regularly and punctually, and are industrious in their studies.

The following is a list of the

Names of Pupils in the O'Fallon Polytechnic Institute who received Library Certificates, 1871-72.

Henry Alewel, 2.	Arthur Goebel, 2.	C. Neumeister, 2.
Archibald Bain, 2.	Frank Graham, 3.	Ed. Niehaus, 3.
Fred. Baker, 1.	J. M. Hampson, 1.	Fred. Niemeyer, 1.
Wm. Ballmann, 1.	Wm. Hartmann, 2.	Wm. J. Nolte, 3.
Benj. Becker, 1.	T. E. Hayward, 1.	Robt. Osterhorn, 3.
Henry Bert, 2.	Frank Hiemenz, 1.	J. L. Pipe, 1.
J. Bogard, Jr., 2.	Thos. H. Hubbard, 2.	Theo. Reichenbach, 1.
Merrean Bogard, 3.	Samuel Jenkins, 1.	Wm. Ruhland, 1.
A. R. Brandley, 1.	R. Jones, 1.	H. W. Robinson, 1.
E. J. Brandley, 1.	S. Kauffman, 1.	E. J. Ryan, 2.
Ed. C. Buechel, 3.	Thos. Kiely, 3.	Gus. Schafer, 1.
J. W. Byrnes, 2.	Frank Kilbinger, 1.	A. Schmidt, 3.
Jos. Crookes, 2.	Fred. Kilbinger, 1.	Wm. F. Schoenweiss, 1.
Edward Dassler, 3.	F. Kraft, 1.	Wm. Schroeder, 4.
Andrew Dellit, 2.	C. A. Krowett, 3.	J. B. Sebelle, 2.
Chas. P. Dement, 1.	F. Kroemer, 1.	Chas. Sheehy, 1.
Jacob Durban, 3.	H. Lentz, 2.	Jos. A. Shieber, 1.
Geo. Dutton, 1.	R. J. McCarty, 2.	Wm. A. Smith, 3.
Wm. Elam, 2.	Wm. McGrade, 1.	Ernest Stamm, 2.
Adolph Feiler, 2.	L. McJilton, 2.	G. H. Steinberg, 1.
D. E. Fitzgerald, 2.	Francis March, 3.	Henry White, 1.
Edward Freyschlag, 2.	J. Mainer, 1.	C. D. Williams, 1.
Jos. Garvey, 2.	Henry S. Marx, 2.	T. E. Williams, 1.
Chas. Gesell, 1.	Frank Milton, 2.	M. J. Wochner, 1.
	Emil Zeis, 3.	

Total number of certificates issued..... 127

GERMAN-ENGLISH INSTRUCTION.

The statistics of this department, collected on another page (Appendix cxxii), exhibit a considerable increase over the year previous. In some of the schools in the southern part of the city—for example, the Carroll, the Humboldt, the Laclede, the Lyon, the Pestalozzi—the proportion of German-English pupils is so large as to constitute upwards of eighty per cent of the entire school. As might be expected, some difficulty has occurred in these schools in arranging the programme of the German recitations so as not to interfere seriously with the English. In some schools we have been obliged to arrange two German recitations per day in several of the rooms. Wherever this has been necessary, care has been taken to select those rooms whose quota of pupils and number of recitations were such as to admit the extra recitation with the least inconvenience.

In previous reports I have named the several regulations by which this department is governed. They have all been adopted with the object in view to secure the maximum of benefit to the study of German, together with the minimum of interference with the English studies. It is believed that a large degree of success has been achieved in this direction. The introduction of the study of German into the schools of many cities of the West, where a large proportion of the inhabitants are of German descent, has created an unusual interest in the methods of classification and instruction employed in this department. For general information I here collect the various rules and regulations mentioned in my former reports, and add such explanations as will tend to show their scope and spirit :

I. In what schools may German classes be established ?

Such schools as have in attendance at least one hundred German-speaking children whose parents desire them to study German, may, upon recommendation of the Teachers Committee, have assigned to them an extra teacher who is well qualified to instruct in German Reading, Writing, and Grammar.

Unless there are at least a hundred pupils who study German the time of the extra teacher could not be fully employed even for a half day, and besides this there would not be a sufficient number of pupils whose native tongue was German to furnish opportunity for conversation.

On the other hand, it is desirable to have German introduced into as many schools as possible in order to favor the attendance of German children in all the schools. It is one of the main objects of German-English instruction to promote a mingling of the different nationalities that are melting into one population in our city.

II. *When should the study of German be taken up?*

Unless German is commenced at the very beginning, there will be a tendency to send German children to private schools for their first years. This will defeat the very object of establishing German-English instruction in the schools. But if the German reading-book is placed in the hands of the pupil during the first year, confusion will result in the attempt to teach English orthography at the same time as German orthography. The method adopted is to commence German reading in the second year, and to confine German lessons during the first year to oral lessons in which the correct use of language is taught. Anglo-American children were formerly not allowed to take up the study of German until their arrival at the work of the fourth year in the district schools. The present plan is to allow them to take up German at the same time with the German-American children. This is to have a fair trial, but I do not anticipate brilliant results from it.

The English orthography is a chaos as regards consistency and regularity. It requires the undivided attention of the pupil to master its idiosyncracies. By our present method of phonetic instruction during the first year we lay a good foundation, and no confusion follows when the pupil takes up the German alphabet during the second year.

III. *How are the pupils classified, and where do the extra teachers conduct their recitations?*

The German recitations take place in the regular rooms, care being taken to arrange the programme in such a way that the recitation is held in the room where most of the classes recite their English studies. All pupils in the school who take Ger-

man are examined as to qualifications, and divided into classes of proper size without reference to the rooms in which they recite English. Classification is made the first principle in regulating the German. The second principle determines the room where a class shall recite. That room from which come the largest number of the class must be chosen for the recitation, in order to avoid as far as possible the necessity of having the pupils leave their own rooms to join their class in German. The third principle which determines the place of recitation is this: The rooms in the school where the pupils are most advanced, and have the largest number of English recitations and require the longest time for their recitations, should not be assigned at all for German recitations until after the other rooms have been used for the purpose. The lowest room in the school is likewise favored, for the reason that pupils on their first entrance to school need to be drilled in small classes, and as this room is usually more crowded than the others, all the time is needed there for the regular programme of exercises.

If classes are obliged to change from room to room during school time, relaxation of discipline is an inevitable result. It is, therefore, a point of great importance to make the German classification correspond as nearly as possible to the English. If this could be done perfectly, all friction would be removed. But proper classification according to progress in studies is of the first importance. After this has been ascertained the question of place of recitation and of arrangement of the English programme, so as to prevent the German pupils from losing any recitations in their other studies, is considered.

Much effort has been exerted by the Assistant Superintendents — by Mr. Berg during the first five years, and by Mr. Soldan during the last two years — to secure this uniformity of English and German classification; and their efforts have been very successful in many respects. I am sorry to say that the formation of Anglo-American German classes in the four lower grades is likely to destroy all that has been gained in classification up to this time. German-American pupils speak German as a native tongue, and hence it is easy for them to pass over from this *naïve*, unconscious use of the language to a reflective knowledge of its structure as learned in grammar. The Anglo-American pupil, whose native tongue is English, approaches the study of the German language as a foreign tongue, which he

must learn reflectively through a study of its grammatical character. Its accidence is quite difficult for him to acquire. The arbitrary system of genders, and the dependence of the forms of the articles and adjectives upon the same, render the study nearly as difficult as the orthography of the English. Memory alone can surmount the obstacles of the latter, for analogy misleads; memory and judgment, in combining according to rule, is demanded in the former. Pupils in the first three years of their school-life have too little strength of thinking-power to grapple successively with the problem.

IV. What length of time is given to the recitations ?

One half hour (thirty minutes) is allowed for the recitations in all classes after the completion of the second year's work. The first year's (oral) work is allowed twenty minutes to each recitation, and the second year's work twenty-five minutes. Besides this, one-half of the time allotted to penmanship is used in practising German script, under the supervision of the German teacher.

V. How many extra teachers are found necessary to conduct the German instruction ?

In schools having from 100 to 200 pupils of lower grade, one extra teacher is employed for half a day. If the number is upwards of 200, a teacher is required for a whole day; if upwards of 300, one and a half teachers, or, if there be classes in the higher grades, two teachers. In those schools having from 450 pupils upwards, two and a half or three teachers are employed. In no school are more than three extra teachers employed.

VI. It is the aim of our system to lay stress on German instruction in the higher grades, and especially in the High School, in order that the pupil may gain an acquaintance with the treasures of the German language in its literature and science. The provision in force that requires an examination in German for those who are to study German after admission into the High School, and confines the study of German during the first year of the High School course to two recitations per week, is not wisely adapted to secure the results desired, and should be repealed at an early day.

THE PUBLIC SCHOOL LIBRARY.

This institution is a growth that aids powerfully in uniting the different departments of our school system, and in connecting the same with the public at large. The library is owned by the Board of Public Schools, and is managed by a Board of Directors, most of whom are members of the Board of Public Schools, or its appointees. Seven members are annually elected by the life-members of the Library. I print here, for convenient reference, certain provisions from the charter and from the bond of agreement between the Board and the Library Society, showing the basis on which the present support and management of the library is placed.

Section Eight of "An Act to incorporate a Public School Library Society in the City of St. Louis."

"**Sec. 8.** The Board of St. Louis Public Schools are hereby authorized to appropriate out of their general fund a sum not exceeding five thousand dollars for the benefit of said society, to be used exclusively for the purchase of books for said library; and they are further authorized to provide rooms for the accommodation of said library."

According to the bond of agreement, the Public School Library Society gave up all its property to the Board of Public Schools, and the latter agreed—

"*First.* To keep the books, maps, plats, and other personal property now belonging to and forming part of said library, and such additions as may be made to the same from time to time, in convenient and accessible rooms or room, giving accommodation to readers, and to supply such rooms or room with light and heat; to expend in addition thereto, annually, not less than three thousand dollars, and all other revenues of said library, for the maintenance of said library hereby conveyed, for the purchase of books and periodicals to be added to said library, and for defraying salaries and expenses incurred in maintaining and enlarging the same.

"Secondly. To allow access to and use of the library to all persons during their lives who are now life members or honorary members of said Public School Library Society, or who may hereafter obtain such membership of said society for themselves or others as a consideration for subscription heretofore made by them; but such use of and access to said library shall be subject to such rules and regulations as said party of the second part, or the Board of Managers hereinafter mentioned, shall from time to time establish. Said Board of Managers shall forthwith establish uniform rules and regulations for the admission to the use of said library of those who may hereafter become members of the Public School Library Society of St. Louis, and other persons who are not members of said society. The rules and regulations thus established shall not take effect until approved by said party of the second part, and they may be modified by said party of the second part in the same manner as the rules established for the government of said School Board.

"Thirdly. Said party of the second part may take from said library and dispose of such books as may not, in their opinion, be a useful part of the same. The property hereby acquired may be kept by said party of the second part in separate rooms or in the same rooms or apartments with other collections of books or libraries belonging to or placed under the charge of said party of the second part; and said School Board may temporarily or permanently intrust to said Board of Managers the control and management of other libraries or collections of books belonging to or placed under the charge of said party of the second part.

"Fourthly. That the library purchased of said party of the first part, and the permanent addition thereto, shall be managed by sixteen agents of the party of the second part, who shall be called the Board of Managers of the Public School Library, and shall be appointed as follows: The said party of the second part, on the second Tuesday of May, 1869, or as soon thereafter as practicable, and every year thereafter, shall select, in such manner as they may determine, nine persons to act as such managers; and all persons over the age of eighteen years, who shall be entitled to the use of said library for life, shall meet at the Library room on the first Tuesday of May, 1869, and every year thereafter, and shall, under the presidency and superin-

tendence of the President of the School Board, elect by ballot seven persons to act as managers for the ensuing year. Any vacancies created by resignation, death, or otherwise, shall be filled as speedily as possible in the manner above indicated. The Board of Managers thus elected and appointed shall have such powers only, and shall perform such duties, as shall be delegated to or imposed upon them from time to time by said party of the second part; and the powers thus delegated and duties imposed upon the Board of Managers may be changed or modified by said party of the second part at its option, from time to time, in the same manner as the rules established for the government of the said Board of Public Schools are changed.

"Fifthly. The terms and conditions of this agreement may be altered, modified, or abrogated, in whole or in part, by the consent of said party of the second part, and of the majority of all persons who, at the time of such proposed change, shall be entitled to the use of said library for life.

"Sixthly. In case the said party of the second part shall fail to comply with the terms and conditions of this agreement, said party of the first part, or any person or persons interested in the performance of this agreement, may make complaint of such failure before any court of competent jurisdiction; and if said party of the second part, being duly summoned and heard in the premises, shall be adjudged to have violated this agreement, and shall not conform to the same in such manner and within such time as the court may, by its judgment or decree, direct, then and in such case the library hereby conveyed, and the additions made thereto, shall revert to and become the property of such persons as shall be entitled to the use of the same at the time of such reversion, and shall organize themselves into a corporation under the laws of this State for the purpose of maintaining said library."

The following report of the conditions and workings of the library, by Mr. Bailey, is so full that I have nothing to add:

REPORT OF THE LIBRARIAN.

The fiscal year of the Public School Library ends on the first day of May in each year. The statistics given below represent, therefore, the progress of the Library during the year ending May 1st, 1872; such statistics being, however, supplemented by the most prominent facts in the history of the Library during the winter of 1872-73.

FINANCES.

RECEIPTS:

To Balance on hand, May 1, 1871.....	\$ 959 20
Life memberships.....	529 00
Temporary memberships.....	4,421 50
Fines.....	326 20
Books lost and paid for.....	23 00
Old newspapers sold.....	22 70
Catalogues sold.....	88 90
Cash donation.....	9 51
Lectures (gross receipts).....	1,068 65
Bills payable.....	100 00
Collection of duplicates.....	337 00
School Board appropriations.....	5,900 00
Total.....	\$13,785 70

EXPENDITURES:

By Books.....	\$2,787 47
Collection of Duplicates.....	753 07
Newspapers and periodicals.....	991 38
Binding.....	485 23
Librarian and Assistants.....	4,765 85
Postage and stamps.....	54 79
Printing and advertising.....	177 76
Stationery and blank books.....	435 11
Lectures.....	1,111 50
Bills payable.....	100 00
Miscellaneous expenses.....	281 65
Balance in treasury May 1, 1872.....	1,728 84
Balance in contingent fund.....	62 96
Total.....	\$13,785 70

The net income of the Library, apart from the appropriations of the School Board, and after deducting the amounts of bills payable and lecture expenses, amounted to..... \$5,715 00

The total current expenses of the Library, including salaries, stationery, postage, printing and advertising, and all petty expenses, amounted to..... \$5,668 44

showing that the Library continues to be more than self-sustaining, and that the appropriations of the School Board are all used to increase and preserve the contents of the Library. The sum of 5,017.15 was spent last year for books, periodicals and binding, while a balance remains in treasury of \$1728.74, to be used this year for the same purposes.

BOOKS.

The additions made to the Library during the year were as follows:

Acquired by Purchase:		
Public School Library proper.....	1528 vols.	
Collection of duplicates.....	758 "	
Acquired by Donation.....		2286 vols.
		408 "
Total.....	2692	

They are divided as follows:

Public School Library proper:		Volumes.
English books.....		1687
German ".....		203
French ".....		33
Spanish ".....		2
Total		1934

The collection of duplicates contains as yet only books in English.

The books added to the Library proper, are classified as follows:

	Volumes.
Philosophy.....	29
Theology.....	28
Social and Political Sciences.....	246
Natural Sciences and Useful Arts.....	364
Fine Arts and Poetry.....	144
Novels.....	253
Juveniles.....	448
Literary Miscellany.....	52
History and Travels.....	110
Cyclopædias and Periodicals.....	260

Certain departments received this year special attention: Pedagogy was increased by 34 volumes; Engineering by 58 volumes; Architecture and Building, by 65 volumes; the Medical Sciences, by 143 volumes; while our agents have still in their hands unfulfilled orders for 24 volumes of medical books, and other works on Engineering, Architecture and Building, Fine Art Drawing, and General Science, amounting to nearly \$500.

Of the 203 volumes of German books added, 149 were additions to the Juvenile Department.

The novels added this year to the Library proper comprise only about 13 per cent. of the additions, reckoned by volumes; probably not over seven per cent. reckoned by cost of the books—a result of the establishment of the collection of duplicates; in future years the percentage will be still less.

The books placed in the collection of duplicates are classified as follows:

	Volumes.
Novels.....	543
Juveniles.....	21
Miscellaneous Literature and Science.....	194

In addition to the volumes above reported, there were presented to the Library, during the year, 901 pamphlets.

The total number of volumes now in the Library is as follows:

	Volumes.
Public School Library proper.....	23,767
Collection of duplicates.....	758
Academy of Science.....	2,883
Duplicates not in circulation.....	1,804
Unbound pamphlets and periodicals.....	692
Total.....	29,884

COLLECTION OF DUPLICATES.

This collection, established in September, 1871, has proved a most successful experiment. Its first books were purchased with \$500 appropriated from the Library fund, and the income of the collection has since been more than sufficient to keep it supplied, fully up to the demand, with all new and popular publications.

MEMBERSHIP.

The total membership for the year was as follows:

Life members.....	1404
Less number deceased.....	20
	<hr/>
Perpetual memberships.....	1384
Temporary pay subscribers.....	30
Free Evening School members.....	2734
	<hr/>
Total.....	4555

The total number of new names registered for membership, during the year, amounted to 1451. Of these 915 were persons who were or had been connected with our public schools, while 536 had never had any connection with the St. Louis Schools. This exhibit is significant: it proves that our school people are they from whom the Library derives its main patronage, but it also shows that the Library grows rapidly in general popularity and attracts its members from the community at large.

From actual count we find that one-third of our members are of German descent, while one-fourth of them read German books and apply in the Library for German books to read; facts that would seem to warrant a larger proportion of German books in our additions hereafter than has hitherto been customary.

CIRCULATION.

During the year there were drawn from the Library for home use, 81,951 volumes, of which, 76,118 were from the Library proper, and 5,833 from the collection of duplicates.

Since, in October last, the old system of issue ledgers was abandoned in favor of membership cards, and the issues of books were charged on separate slips instead of on the pages of a book, as formerly, it has become possible to keep a classified account of the character of books read. Accordingly we

find that since October, there were issued from the Library proper, in

	Volumes.
Philosophy.....	357
Theology.....	457
Social Sciences.....	525
Natural Sciences and Useful Arts.....	2,004
Fine Arts and Poetry.....	1,610
Novels.....	21,556
Juveniles.....	11,851
Literary Miscellany.....	1,430
History and Travels.....	4,776
Periodicals (bound).....	773
Total.....	45,339

It will be seen that the issues of novels bear a proportion to the entire issue of only 47 per cent. The juveniles are 26 per cent. of the whole. Last year the novels were 52 per cent., the juveniles 27 per cent. If we add the issues of novels from the collection of duplicates, we find the total per cent. of novel reading to be 52 per cent.—last year's figures restored. This shows that while the establishment of the collection of duplicates has "not increased the percentage of novel reading, the character of the reading from the Library proper has been changed by it five per cent. in favor of more solid literature.

READING ROOM.

The attractiveness, as well as the usefulness, of the reading room has this year been increased by subscriptions to thirty-two new periodicals and newspapers, classified as follows:

Newspapers.....	3	Medicine.....	4
Engineering.....	9	Fine Arts.....	1
Mechanic Arts.....	8	Literature.....	2
Architecture and Building.....	7		—
General Science.....	2	Total.....	32
Statistics.....	1		

We now receive regularly 182 magazines and newspapers, besides several that are presented and come irregularly.

COMPARATIVE SUMMARY.

A comparison of the results of the year just passed with those of the year preceding, shows an unprecedented increase in every department:

Net income of the Library, 1871-72.....	\$5,068 44
1870-71.....	4,597 85
Gain this year.....	\$1,070 59
Receipts from memberships and fines alone, 1871-72.....	\$5,276 70
1870-71.....	4,128 65
Gain.....	\$1,148 05
Amount spent for books, periodicals and binding, 1871-72.....	\$5,017 15
1870-71.....	4,261 12
Gain.....	\$ 756 03
Total membership, 1871-72.....	4555
1870-71.....	3760
Gain.....	795
New names registered for membership, 1871-72.....	1451
1870-71.....	1220
Gain.....	222
No. of volumes added, 1871-72.....	2692
1870-71.....	1757
Gain.....	935
No. of volumes issued, 1871-72.....	81,961
1870-71.....	65,137
Gain.....	16,814

S U P P L E M E N T .

SUNDAY OPENING.

On the 28th of May, 1872, the Board of Public Schools passed a resolution to the effect that "the Library Committee be and is hereby instructed to advocate before the Board of Managers of the St. Louis Public School Library the policy of opening said Library on Sundays." The Library Board responded promptly to this expressed desire of the School Board, and on Sunday, June 9th, 1872, the Library was first opened to the public, from two P.M. until ten P.M. During the afternoon and evening, 183 persons visited the Library; at four o'clock, forty-two persons were counted in the rooms, all quietly engaged in reading. On the Sunday following, (June 16th) the Library was open from ten A.M. until ten P.M., as a free reading room, all well-behaved persons being welcomed and allowed the use of books and periodicals, whether members of the Library or not. Members were also allowed to draw books for home use, the same as on week days. A corps of assistants, distinct from that employed on week days, was engaged for the Sunday service. On Sunday, June 16th, there were 268 visitors to the Li-

brary, of whom 106 were members and 162 were not. There were 24 books consulted within the Library, and 33 volumes drawn out for home use. Of the visitors, 239 were males and 29 females. From these small beginnings the Sunday attendance has steadily increased until Sunday has come to be the busiest day in the week, as is shown by the following statistics of the circulation and use of books during the month of February, 1873:

Books drawn for home use:	
Daily average, week days.....	247½ vols.
“ Sundays.....	92½ “
Books consulted within the Library:	
Daily average, week days.....	48½ “
“ Sundays.....	294½ “
Drawn for home use and library use, together:	
Daily average, week days.....	295½ “
“ Sundays.....	386½ “

One head assistant and three subordinates now form the Library staff on Sundays. The cost for assistants is \$10.50 on week days and \$11 on Sundays. The maximum of attendance on any week day very rarely exceeds 100 persons present in the rooms at one time, whereas 300 have been counted in the rooms at one time on repeated Sunday afternoons. The accommodations for readers in the reading room, which were represented last year as altogether inadequate to the requirements of our readers, have this year ceased to be accommodations at all. It is impossible to seat one hundred persons in the room, no matter how uncomfortably, and when nearly two hundred are jammed into it barely standing room is allowed for the majority. The limited wall space for newspapers necessitates the filing of half a dozen different papers upon one file, thus preventing the simultaneous use of five papers out of the six. It is still hoped that before the opening of the next Fall and Winter season the Board of Public Schools will consent to add the Polytechnic Hall to the Library, thus giving it a reading room equal to, if not surpassing, any other in our country,

SOUTH ST. LOUIS BRANCH.

On the 12th of November a petition was presented to the Board of Public Schools, asking for the establishment in that suburb of a branch of this Library. The petition was referred to the Library Committee of the Board, who thereupon presented the following report:

Honorable Board of President and Directors of the St. Louis Public Schools :

Your Library Committee respectfully report that at the last meeting of the Board of Managers of the Public School Library, held the 9th inst., the following action was had :

Be it resolved as follows :

I. That in the opinion of this Board it is advisable to establish in South St. Louis a branch of the Public School Library, so soon as the citizens of that place shall guarantee to this Board, by subscriptions for membership or otherwise, the sum of one thousand dollars for the purpose of opening such branch and defraying the necessary expenses for continuing the same.

II. That all duplicate books now in possession of this Library and not in use, be placed in said branch when established, and put into circulation there.

III. That the affairs of the branch be managed in accordance with the rules and regulations hereto appended.

IV. That all money received at said branch shall, after defraying the necessary expenses of conducting the same, be devoted, if any surplus remains, to the purchase of books, periodicals, or furniture for said branch.

V. That said Branch Library shall be and remain a part of the St. Louis Public School Library, and all property constituting said Branch Library shall belong to and be the property of the Board of President and Directors of the St. Louis Public Schools, and said Branch Library shall be managed and controlled by the Board of Managers of the St. Louis Public School Library.

VI. That in case at any time this Board should deem it inexpedient to longer continue the existence of said Branch Library, then all memberships issued at said branch shall constitute membership in the St. Louis Public School Library. A deficit in the revenue from membership or other sources shall be considered sufficient cause for discontinuing the said branch.

VII. That the Library Committee of the Board of Public Schools be requested to present these resolutions to said School Board, and ask permission for this Board to establish the proposed Branch Library, in accordance with the foregoing resolutions, and the rules and regulations hereto appended.

Your Committee offer the following resolution :

Resolved, That the Board of Managers of the Public School Library be, and they are hereby permitted to establish in South St. Louis a branch of the Public School Library, in conformity with the resolutions and regulations above set forth.

Your Committee further present herewith the half-yearly report of the Board of Managers of the Library, together with the report of the Treasurer of said Board.

Respectfully submitted,

CHARLES L. LIPS,
WILLIAM N. LOKER,
ARNOLD STROTHOTTE,
H. AULER.

RULES AND REGULATIONS

*For the Government of the South St. Louis Branch of the
St. Louis Public School Library.*

RULE I. The Branch Library shall be kept open for the delivery and return of books, and as a Reading Room, from 4 till 9½ P. M., on all secular days, except the usual holidays; and from 2 till 9 P. M. on Sundays.

RULE II. The terms of Membership for all persons shall be the same at the Branch as at the Main Library in St. Louis, viz: Twelve dollars for Life Membership, payable at once, or in instalments (within a period of four years) at the rate of one dollar for every three months, in advance.

RULE III. Any person holding a membership at the Branch may transfer that membership to the Main Library at any time, upon obtaining from the Assistant Librarian at the Branch a certificate that all books are returned and all dues paid. And all members at the Branch shall have access to the Main Library for purposes of reading and reference, but not to draw books for home use, except as provided below.

RULE IV. Members at the Branch may draw books from the Branch collection, or from the Main Library, under the regulations governing the issue of books at the Main Library. Twice a week, or oftener if found necessary, a messenger shall carry to the Main Library all orders for books left at the Branch by

members, returning at the same time all Main Library books that have been returned at the Branch by members, and taking back the books ordered, which shall be retained at the Branch till called for by the members ordering the same: *Provided*, that any book so ordered, if not called for within three days after its reception at the Branch, shall be sent back to the Main Library; *and provided further*, that all books so ordered and received shall be charged to members at the date of their reception at the Branch.

RULE V. All membership and issue accounts connected with the Branch shall be kept in detail at the Branch; and all books ordered at the Branch from the Main Library shall be charged to the Branch, at large, when sent there, and credited when returned.

RULE VI. A member at the Branch visiting the Main Library, may draw a book therefrom for home use, upon presenting a certificate from the Assistant at the Branch to the effect that such member's account is clear of all previous charges, whether for books or dues. But books so drawn shall be charged precisely as if ordered from the Branch, and must be returned at the Branch.

RULE VII. Members at the Branch drawing books from the Main Library may renew the same at the Branch, as provided in Rule VIII of the "Rules and Regulations of the St. Louis Public School Library and Reading Room;" but all books from the Main Library borrowed by members at the Branch, must, upon their return, be sent back to the Main Library before being again loaned out.

After some discussion pro and con, on motion of Mr. Starkloff, the first resolution was amended to read as follows:

"I. That in the opinion of this Board it is advisable to establish in South St. Louis a branch of the Public School Library as soon as the citizens of that place shall pay to the treasurer of the Public School Library the sum of one thousand dollars for the purpose of opening such branch."

The report was then adopted as amended.

The severity of the winter and the difficulty of obtaining coal, which arrested very largely the manufacturing industries of South St. Louis, have retarded the proposed establishment of the Branch Library. It is now, however, confidently hoped that an early day will see it successfully opened.

CATALOGUE.

The printed card system of cataloguing, fully described in the Boston Public Library Report for 1872, and there stated to have been derived from the University of Leyden, has been adopted, with some modification, in our Library. The system, briefly stated, consists in printing the titles of books upon thin paper (printing, of course, only on one side), and then cutting the titles apart and pasting them upon separate cards. By this process, as many card catalogues can be made as desired, and the same printed title will answer for the alphabetical part and the classified, as well as for any special lists that may be required. In the Boston Public Library the system is carried out on the grandest scale; our more contracted limits compel us to merge card catalogue and quarterly bulletin into one publication. Our 1st Supplement to the Catalogue, recently issued, and containing the titles of books added, to November, 1872, is printed with a space between the titles, to admit of their being readily cut apart. Fifty copies of the Supplement are printed on one side only of thin paper, and will be used to make a number of card catalogues, alphabetical and classified, for the use of our readers and of the officers of the Library. All books that are alphabetized by authors in the alphabetical part of the catalogue and by titles in the classified, appear twice in the Supplement; all others only once.

SOCIETIES AND OTHER DONORS.

Academy of Science.

The opening of the current Library year was signalized by an event of great importance: the placing in the Library room of the valuable collections of Palæontology and Natural History of this Academy. The specimens were arranged by Professor A. D. Hager, our former State Geologist, in handsome cases provided for the purpose by the Board of Public Schools, and already they have attracted a large share of attention from the teachers and pupils of our public schools, and all other visitors to the Library. It is to be hoped that this collection will remain, for all time to come, an integral part of the Library, as it will always be one of its most useful and attractive features. Should the Polytechnic Hall be devoted to the purposes of a

reading-room for our Library, the apartment now occupied as a reading-room may become the permanent receptacle of the cases just mentioned, and furnish abundant space for large additions to their number. The room is admirably fitted for the purposes of a Museum of Natural History, and in no great time extensive and valuable additions to the Academy's collections may be expected. The Library of the Academy increases steadily from exchanges with learned societies throughout the civilized world. Last year two hundred volumes of the pamphlets of the Academy were bound at the expense of our Library, and it is purposed to bind a like number annually. The titles of the books belonging to the Academy appeared in our printed catalogue of 1870. A list of the additions made since is now preparing, and will appear in our next printed supplement to the catalogue.

St. Louis Medical Society.

The donation to our Library of the collections of this Society was mentioned in last year's report, as well as the payment of \$524 to constitute the members of the Society members of the Library for one year. A further sum of \$560 was paid for the same purpose this year, making \$1,084, which sum, by agreement, is to be spent for medical works under the direction of the Society. Already several important works have been added to the Library, among which may be mentioned complete sets of the *American Journal of Medical Sciences* (1827-72), *Braithwaite's Retrospect* (1840-72), *Medico-Chirurgical Review* (1820-72), *Medico-Chirurgical Transactions* (London, 1850-71), *Old and New Sydenham Societies'* publications, besides a considerable selection of the latest and best treatises.

St. Louis Institute of Architects, and Engineers' Club.

Under advice and instruction from these societies, important additions have been made to the Library in the kindred arts of Civil and Mechanical Engineering, Building, and Architecture. The London *Builder*, complete from the beginning; *Engineering*, lacking only the first three volumes, not yet obtainable, and a number of large illustrated folios, have already been added.

The Missouri Historical Society,

Through the kind offices of its President, Hon. Elihu H. Shepard, has permanently placed in the Library rooms its valuable

collection of curiosities and relics of the past, including photographs of persons and of buildings belonging to former generations.

The St. Louis Microscopical Society, and St. Louis Local Steam Engineers' Association,

Have, within the year, been added to the list of societies making our Library their common centre. The terms of their connection are that the Board of Public Schools shall supply them, rent free, a room to meet in twice a month; that they shall pay to the Library the customary life-membership fees for all their members, and that the Library shall spend the money thus obtained for books, etc., under the direction of the societies.

St. Louis Art Society.

The collection of this Society has found a home in our Library. Already the magnificent painting of "Macbeth" (presented by its author, Conrad Diehl, to the Society), adorns our walls, as do also several other paintings and a number of autotypes of the great works of art in the Vatican. We have also on our shelves a superb work, in three folio volumes, known as Claude's *Liber Veritatis*, presented to the Art Society by Mr. James E. Yeatman. During the present year the Society will largely increase its collection, greatly adding, thereby, to the interest and attractiveness of our rooms.

Sheet Music.

Messrs. Balmer & Weber have presented to the Library 92 pieces of music, their own publications. Messrs. Kunkel Bros. have this year added their recent publications to their last year's gift of all their music. Messrs. Peters Bros., of New York, through the kind offices of Mr. T. A. Boyle, head of the St. Louis branch of their house have, in like manner, presented us their musical publications, and send us gratis *Peters' Musical Monthly*. These contributions to the musical department of our Library, bound into volumes containing from 9 to 12 pieces each, are in constant demand by our readers. Their donation benefits their publishers by enabling our readers to select for purchase such pieces as please them, and it is hoped that the example thus set will be followed by all the other publishers of music in our city.

U. S. Congressional Documents.

Through the continued kindness and zeal of our Senators and Representatives, we receive annually all the publications of Congress. The principal gift of this character, during the past year, has been that of the *Specifications and Drawings of Patents*, of which the handsomely bound weekly volumes for the year 1871-72, complete, are on our shelves. The issues for 1872-73, in monthly volumes, have reached us as far as November last, while we are promised the issues for the years prior to July, 1871, as fast as they are published. The conditions of the gift are that the Library pay for binding the volumes; that it permit no individual to remove them from the rooms, and admit to their use the general public, whether subscribers to the Library or not. For these favors we are chiefly indebted to Hon. Frank P. Blair, Hon. Carl Schurz, Hon. Erastus Wells, Hon. G. A. Finkelnburg; Hon. M. D. Leggett, Commissioner of Patents; Hon. John Eaton, Jr., Commissioner of Education. To E. H. Singleton, Observer, our thanks are due for the daily maps and charts, as well as the annual reports of the U. S. Signal Service.

State Documents.

Hon. Eugene F. Weigel, Secretary of State, sent us fifty-six volumes of Missouri State Documents, nearly completing our sets. Chas. Reed, Esq., State Librarian of Vermont, has kindly offered to complete our collection of the public documents of his State. It is to be hoped that we shall yet experience like generosity from other States of our Union.

IN MEMORIAM.

On Thursday, February 8, 1872, Miss KATE T. WILSON passed away from earth. She had been a teacher in our public schools for seventeen years, and for more than twelve years Principal of the Eliot School for girls.

Her name is recorded among the first life-members of our Library in 1865, and in that year she was elected a member of the first Board of Trustees. She continued to fill the position until the day of her death. To our Library she was ever a true and zealous friend; in every enterprise to promote its interests she was among the foremost, most earnest, most indefatigable of workers. On the 10th of February the Board of Managers adopted the following resolutions:

WHEREAS, It has pleased the Sovereign Disposer of events to remove from our midst, by the hand of death, Miss KATE T. WILSON, a member of this Board from its first organization, in 1865, till the day of her death; therefore be it

Resolved, That, by the death of Miss WILSON, this Board has lost a most efficient member, and the Public School Library a most zealous and valuable friend.

Resolved, That this Board bear testimony to the many estimable qualities of mind and heart which distinguished its late deceased member and endeared her to all her associates. Ever faithful and punctual in the discharge of duty; ever among the foremost in every work that had for its end the advancement of the institution under our charge, her death leaves a blank which this Board deems it very difficult to fill.

Resolved, That this Board express to the bereaved members of the family of the deceased its deep sympathy in their great loss.

Resolved, That the Secretary furnish to the relatives of the deceased, and also, for publication, to the newspapers, a copy of these resolutions.

APPENDIX.

TREASURER'S REPORT.

Honorable Board of President and Directors of the St. Louis Public Schools :

GENTLEMEN—The undersigned, Treasurer of the Board of Managers of the St. Louis Public School Library, respectfully presents his report for the fiscal year ending May 1, 1872 :

Dr.

To amounts deposited by Secretary of the School Board, October 31, 1871, and April 27, 1872.....	\$ 5,900 00
To amounts deposited by Secretary of the Board of Managers, Public School Library, 1871-72.....	6,690 88
Total.....	<u>\$12,590 88</u>

Cr.

By amounts paid out on warrants.....	\$10,862 04
By balance in treasury, May 1, 1872.....	1,728 84
Total.....	<u>\$12,590 88</u>

Respectfully submitted,

J. H. BRITTON, Treasurer P. S. L.

OFFICERS.

Year.	President.	Vice President.	Secretary.	Treasurer.	Librarian.
1865...	<i>S. D. Barlow.</i> (Felix Coste.)	C. S. Greeley.	A. Miltenberger.	Jas. Richardson.	<i>Ira Divoll.</i> (J. J. Bailey.)
1866...	<i>F. Coste.</i> (Th. Richeson.)	C. S. Greeley.	<i>A. Miltenberger.</i> (R. Fenby.)	<i>Jas. Richardson.</i> (W. H. Maurice.)	Jno. J. Bailey.
1867-68	<i>J. Richardson.</i> (S. D. Barlow.)	C. S. Greeley.	Nath. Myers.	W. H. Maurice.	Jno. J. Bailey.
1868-69	<i>F. Coste.</i>	C. S. Greeley.	Nath. Myers.	W. H. Maurice.	Jno. J. Bailey.
1869-70	Ira Divoll.	Wm. T. Harris.	Librarian, <i>ex offi.</i>	Chas. Enslin.	Jno. J. Bailey.
1870-71	Ira Divoll.	Wm. T. Harris.		Chas. Enslin.	Jno. J. Bailey.
1871-72	J. Richardson.	Wm. T. Harris.		J. H. Britton.	Jno. J. Bailey.
1872-73	J. Richardson.	Wm. T. Harris.		J. H. Britton.	Jno. J. Bailey.

N. B.—Names in *italics* went out of office, became *ex officio* members, or resigned. Names in parenthesis took the places vacated.

BOARD OF MANAGERS.

Felix Coste, Wm. T. Harris, H. H. Morgan, L. F. Soldan (*ex officio*), H. C. Hamilton, W. N. Loker, C. L. Lips, V. H. Auler, A. Strothotte.—(*Library Committee appointed by School Board*) ; J. Richardson, T. Richeson, C. F. Meyer, G. Partridge, R. J. Rombauer, Mrs. E. C. Dunham, Miss F. M. Bacon—*Elected by Life Members.*

COMPARATIVE STATISTICS.

	Volumes.	Perpetual Mem- berships vested in High School.	Life Members.	Temporary Members.	Total Membership.	New Members.	Vols. issued.	Gross Receipts.
December 1st, 1865	1,500	..	343	200	543	....	.....	\$ 5,726 65
January 1st, 1867	9,623	..	493	1,432	1,925	1,687	31,572	9,478 30
May 1st, 1868 (16 mos.)	11,592	..	597	2,978	3,575	1,343	76,557	17,266 30
May 1st, 1869	12,106	30	792	2,761	3,553	1,427	55,139	9,255 95
May 1st, 1870	20,076	30	996	2,146	3,172	933	53,756	8,692 60
May 1st, 1871	21,833	30	1,170	2,560	3,760	1,229	65,137	10,097 85
May 1st, 1872	24,525	30	1,384	3,141	4,555	1,451	81,951	12,826 50

NET INCOME.

	Membership.	Fines.	Collection of Duplicates.	Catalogues.	Cash Donations.	School Board Appropriations.	Exhibitions.	Lectures.	Other sources.	Total.
To December 1st, 1865.....	\$ 4,688 00	\$ 169 50	.....	.....	\$ 1,637 00	.....	\$ 965 15	.....	.....	\$ 736 65
" January 1st, 1867.....	3,755 50	498 55	.....	\$ 59 00	.....	\$ 5,000 00	1,391 15	\$ 1,039 45	\$ 39 60	8,130 90
" May 1st, 1868 (16 mos.).....	5,076 00	498 55	.....	70 00	.....	4,915 60	827 30	Loss 179 30	134 10	11,584 25
" " 1869.....	3,433 50	253 30	.....	8 50	.....	4,296 00	.....	" 416 80	74 65	8,469 25
" " 1870.....	3,414 00	216 35	.....	.....	.....	5,250 00	.....	" 184 15	27 00	8,399 70
" " 1871.....	3,875 00	253 65	.....	68 70	.....	5,500 00	318 10	.....	57 10	10,067 50
" " 1872.....	4,900 50	328 20	\$ 337 00	88 90	9 55	5,900 00	.....	Loss 42 85	45 70	11,615 00
Totals.....	\$29,194 50	\$1,687 75	\$337 00	\$295 10	\$3,160 85	\$26,241 60	\$3,532 20	Gain \$216 45	\$438 15	\$64,033 60
Yearly averages.....	\$1,170 64	\$71 29	.....	.....	.....	\$2,243 20	.....	.....	71 33	\$2,147 68

COMPARATIVE EXPENDITURES.

	Books.	Periodicals and Newspapers.	Binding.	Totals 1st 3 columns.	Salaries.	Catalogue.	Printing and Stationery.	Miscellaneous Expenses.
To January 1st, 1867.....	\$ 5,760 18	162 43	\$ 133 20	\$ 6,105 81	2,316 33	\$ 345 00	\$ 821 20	\$1,975 88
" May 1st, 1868 (16 mos.).....	2,610 96	1,173 19	653 90	4,438 05	3,604 67	.....	837 45	2,836 03
" " 1869.....	118 15	323 00	.....	441 15	2,649 25	.....	74 40	788 18
" " 1870.....	2,449 88	590 25	1,348 85	4,388 98	3,910 18	1,079 80	687 95	488 40
" " 1871.....	2,749 78	602 24	909 10	4,261 12	4,249 15	2,208 75	400 15	236 48
" " 1872.....	3,540 54	991 38	456 23	5,017 15	4,765 95	.....	662 86	336 44
Totals.....	\$17,229 49	\$3,832 49	\$3,590 28	\$24,652 26	\$21,495 53	\$3,631 55	\$2,984 01	\$6,700 36
Yearly averages.....	\$2,871 66	638 75	598 38	\$4,108 71	3,563 59	605 26	497 33	\$1,116 73

* This average is inaccurate. During the first three years the Library bore the expenses of rent, fuel, light, and janitor's services; the average was \$1,960.01. Since then the School Board defrays those expenses; the present average is, therefore, \$372.44.

Comparative Cost of Administration.

No.	NAMES OF LIBRARIES.	Expenditures for Books.	Periodicals and Newspapers.	Binding.	Total.	Salaries.	Vols. Issued.
1	Boston Mercantile Library (av'e 3 years).....	\$556 72	\$320 90	\$84 91	\$961 83	\$1,197 06	.....
2	Boston Public Library (av'e 3 years).....	12,027 89	1,362 57	4,759 16	18,149 62	27,469 35	289,158
3	Brooklyn Mercantile Library (1870).....	2,042 78	1,960 87	800 00	4,803 65	7,262 89	61,682
4	Harvard College Library (1865).....	2,500 00	.....	.....	2,500 00	9,000 00	.....
5	Charlestown (Mass.) Public Library (1871).....	1,875 98	.....	288 83	2,164 81	2,240 53	63,683
6	Cincinnati Mercantile Library (1836).....	949 16	780 84	.....	1,729 00	2,400 00	30,000
7	Cincinnati Public Library (av'e 3 years).....	12,133 94	734 73	859 70	13,748 37	7,855 97	113,731
8	Detroit Public Library (av'e 2 years).....	1,331 81	.....	97 02	1,428 83	1,383 77	42,800
9	Newport (R. I.) Redwood Library (av'e 3 yrs.)...	420 48	206 31	209 75	836 54	1,183 83	11,029
10	New York Apprentices' Library (av'e 3 yrs.)...	4,072 42	286 10	503 13	4,861 65	7,163 40	102,514
11	New York Astor Library (av'e 2 years).....	.....	.....	.....	3,465 66	7,675 71	.....
12	New York Mercantile Library (av'e 2 years)...	8,676 21	1,985 23	1,727 14	12,388 58	17,455 90	242,617
13	Philadelphia Mercantile Library (av'e 2 yrs.)...	8,769 73	1,876 15	2,182 63	12,828 51	7,707 11	187,692
14	Pittsburgh Mercantile Library (av'e 3 yrs.)...	597 04	358 37	237 97	1,193 38	2,120 86	24,294
15	St. Louis Mercantile Library (av'e 3 yrs.)...	2,811 03	1,351 00	1,252 62	5,414 65	7,386 92	110,450
16	San Francisco Mercantile Library (av'e 2 yrs.)...	.....	.....	.....	10,602 65	9,323 40	83,637
17	U. S. Library of Congress (1868).....	.....	.....	.....	11,900 00	18,000 00	.....
	Totals.....				\$109,177 22	\$130,436 15	1,313,097
	Yearly averages.....				6,422 19	7,675 65	.....
	Averages, 13 Circulating Libraries.....				6,432 17	6,758 10	101,007
	St. Louis Public School Library (averages)....				4,108 71	3,582 59	60,685

In the foregoing table all the libraries are represented, of which we possess reports that give the desired items. In two cases (4 and 17) the items are taken from letters received from the librarians of the institutions. Wherever possible, an average has been taken from the three last yearly reports, as indicated in the table. By an examination of the table the following items become apparent: 12 of the 17 libraries cited pay more for salaries than for books, periodicals, and binding. The total yearly average cost of administration in the 17 libraries exceeds the yearly expenditure for books, etc., by \$1,263.46. In our library the expenditure for books, etc., exceeds that for salaries by \$23.12. A comparison of the circulation shows that the 13 circulating libraries cited issue, on an average, 14.9 volumes for every dollar paid for salaries; in our library the rate is 16.9 volumes per dollar for salaries.

LIST OF LIFE MEMBERS,

To March 1st, 1873.

Julius Abeles,
 Barton Able,
 Dan Able,
 Jane Adams,
 Polly Adams,
 Wm. H. Adkins,
 Ione Aglar,
 Rose G. Albitz,
 Victor Albitz,
 Maria Alderson,
 Geo. R. Alderton,
 Addie M. Alexander,
 Coke Alexander,
 Chas. C. Allen,
 Emma V. Allen,
 G. B. Allen,
 James X. Allen,
 Geo. E. Allison,
 Joel Allison,
 Wm. Howes Allison,
 August Ambs,
 W. Amelung,
 Arthur Amson,
 Elizabeth C. Anders,
 Alfred R. Anderson,
 Jas. W. Anderson,
 W. Robt. Anderson,
 Louis Andree,
 Belle Andrews,
 Emma L. Andrews,
 Hannah E. Annis,
 Henry Arnd,
 Geo. C. Arnold,
 Letcher L. Ashbrook,
 Thos. M. Ashworth,
 Chas. A. Assman,
 Belle Atkinson,
 Mary I. Atkinson,
 V. H. Auler,
 Mrs. Chas. Avis,
 Emma I. Ayres,
 Chas. C. Babcock,
 Fannie M. Bacon,
 Geo. A. Bacon,
 Lizzie A. Bacon,
 Sarah J. Bacon,
 Wm. Bahrenburg,
 Frank Bailey,
 Jno. Jay Bailey,
 Jno. F. Baker,
 Bertha Balmer,
 Rosalie J. Balmer,
 Rosa Banister,
 Geo. W. Banker,
 Henrietta M. Banker,
 Henry Banks,
 Aggie Barlow,
 Andrew L. Barlow,
 Maggie Barlow,
 S. D. Barlow,
 Steph. D. Barlow, Jr.,
 E. W. Barnard,
 Geo. I. Barnett,
 Jno. Barr,
 Jno. W. Barron,
 S. Alex. Barron,
 Maggie A. Barsalow,
 Felix Barth,
 Jennie Bartholow,
 Winthrop Bartlett,
 Maria O. Bartling,
 Patrick Barton,
 Wm. S. Bascom,
 Adolph S. Batchelder,
 Sarah V. Batchelor,
 Hester Bates,
 Chas. Bayha,
 John Bayha,
 G. V. Bayley,
 Fannie K. Beall,
 Adelaide F. Beattie,
 John Beattie,
 Mary E. Beedy,
 Louise E. Beeson,
 John C. Beggs,
 Johnston Beggs,
 Mrs. Richard Beggs,
 Rosalie Behr,
 Emma Bell,
 Margaret Bell,
 Miriam E. Bell,
 Harry B. Belt,
 Samuel Bent,
 Frank W. Benton,
 Constance Berger,
 Edward F. Berkley,
 Helen Berry,
 Nannie H. Berthoud,
 Julia Betts,
 Julia A. Bicknell,
 John K. Bickler,
 Siegfried Bienenstock,
 Emma Bigelow,
 Harriet L. Bigelow,
 Ivory Bigelow,
 Geo. Wm. Biggers,
 Lillie Bilbrough,
 Eva Bissell,
 Taylor Bissell,
 Albert W. Black,
 Lizzie D. Black,
 Wm. Blackburn,
 F. F. Blair,
 Paul Blaise,
 Mary E. Blanchard,
 Lucy W. Bland,
 Mary H. Bland,
 Ida M. Blanke,
 Ella Wells Blish,
 Emily C. Block,
 Henry Block,
 Henry C. W. Block,
 Edmund D. Blossom,
 Henry T. Blow,
 Henry Boardman,
 J. Boardman,
 John Bolland,
 Thos. L. Bond,
 Johanna Bond,
 Samuel W. Bonner,
 G. Beal Bordley,
 Helen G. Botwell,
 Mary Belle Bovard,
 Alma L. Bowman,
 Virginia M. Bowman,
 Anna C. Brackett,
 T. W. Brady,
 Mary A. Branch,
 Jos. C. Brand,
 Hannah Brandon,
 Wm. Brandon,
 J. Alexander Braun,
 J. M. Brawner,
 David T. Breck,
 Ed. Breitenstein,
 Delia M. Brey,
 M. M. Brekenridge,
 Henry T. Bridge,
 Clarence H. Brightley,
 Edw. A. Brightley,
 Alice V. Brison,
 Geo. F. Britton,
 J. H. Britton,
 Jas. O. Broadhead,
 Alma Brockstedt,
 Henry M. Bockstedt,
 John Brod,
 Geo. D. Brooke,
 J. Finney Brookes,
 Ella Brooks,
 Frankie Brooks,
 B. Gratz Brown,
 Jerry M. Brown,
 Jno. Brown,
 Wm. C. Browne,
 Mary E. Brownfields,
 Herman L. Bruns,
 Henry M. Bryan,
 Carrie L. Bryant,
 Frank S. Buchanan,
 Samuel Buchanan,
 Chas. H. Buck,
 Belle Buckingham,
 Edward C. Buechel,
 M. N. Burchard,
 Chas. K. Burdeau,
 M. Robert Burns,
 August H. Bush,
 Isidor Bush,
 Raphael Bush,
 Chas. H. Buschmann,
 Henry M. Butler,
 Wm. D. Butler,
 Wm. M. Butler,
 Mrs. Lucinda Butts,
 Sherman H. Butts,
 Jos. C. Cabot,
 Anth. Frank Cabrilliac,
 Philomena Cabrilliac,
 Chas. W. Cairnes,
 Adelaide Caldwell,
 A. F. Caldwell,
 Albert J. Caldwell,
 Lizzie Cale,
 Geo. S. Calhoun,
 Malcolm Calvert,
 Melinda Calvert,
 Jno. F. Camp,
 Mary J. Camp,
 Arthur V. Campbell,
 Clara N. Campbell,
 John Campbell,
 P. Arabella Campbell,
 John Canton,
 M. Eugene Capelle,
 Frank Carlisle,
 Geo. Carpenter,
 John E. Carr,
 Robert E. Carr,
 Evaristo Carreras,
 Henry Carreras,
 Chas. P. Carroll,
 Nannie Carroll,
 Wm. J. Carroll,
 Susie J. Carson,
 Nancy M. Carver,
 Mary T. Casey,
 Ada Casler,
 E. Casselberry,
 Marie T. Castlehun,
 Emily C. Catlin,
 John H. Cavender,
 Clara Cecil,
 Wm. Cecil,
 A. W. Chamberlain,
 Laura Chamberlain,
 Emma Chapman,
 Newlin Chapman,
 Lizzie C. Chappel,
 Wm. L. Chappell,
 Daniel Q. Charles,
 C. S. Charlott,
 Joshua Cheever,
 Julia M. Chewning,
 Anna H. Chidester,
 Mary H. Chidester,
 Walter C. Chidester,
 Amelia Child,
 J. C. Christin,
 Mrs. J. G. Claphamson,
 Archibald F. Clark,
 Cyrus Clark,
 Edw. J. Clark,
 Chas. B. Clarke,
 Mary Ann E. Clarke,
 Sarah Clark,
 Clarence W. Clayton,
 Annie Clayton,
 Robert R. Clayton,
 Ellen C. Clement,
 W. Kerr Clendenin,
 Mrs. John Clinton,
 Ashley C. Clover,
 Susie J. Cochran,
 Chas. H. Cocker,
 Minnie Colcord,
 Amedee Cole,
 Henry E. Cole,
 Sarah Y. Cole,
 Alice F. Coleman,
 Edward E. Coleman,
 John R. Coleman,
 Wm. Edw. Coleman,
 Wm. F. Coleman,
 Eliza D. Collins,
 Horace Collins,
 Thos. R. Collins,
 Mary B. Colton,
 Jas. E. Comfort,
 Mary A. Condy,
 Miriam Coningham,
 Mary R. Conklin,
 Jennie L. Conn,
 Julius Conrad,
 Elizabeth Conroy,
 Wm. H. Conway, Jr.,
 Emilie J. Conzelman,
 J. Conzelman,
 Theo. Conzelman,
 Ida I. Cook,
 Lizzie Cook,
 Mary E. Cook,
 Simon Cook,
 Ew. T. Cooke,
 Kate F. Cooper,
 Wm. H. Cooper,
 Willie Corbett,
 J. M. Corbett,
 Geo. A. Cornet,
 Felix Costa,
 Felix Costa, Jr.,
 Louisa Costa,
 Paul Costa,
 Clara A. Cotter,

- Amos Cotting,
Emile Cought,
John Cousland,
Ella L. Cozzens,
Marie Louise Craig,
Mary M. Crane,
John Crangle,
Chas. Cronenbold,
Frank P. Crunden,
Fred M. Crunden,
C. W. Crutsinger,
Mary Ann Culklin,
Ward Cunningham,
Henry F. Currier,
Clara A. Curtis,
Ellie Curtis,
John M. Curtis,
Rose A. Curtis,
Frank Cutler,
Elizabeth M. Dale,
Henry Dammer,
Frank Darby,
Kate Dauber,
Otto Dauber,
Henry Dausman,
Belle Davie,
Anne Davis,
Geo. S. Davis,
John J. Davis,
Maurice J. Davis,
Minnie K. Davis,
Samuel L. Davis,
Sarah Davis,
David Deacon,
Frank F. Dehaut,
Nellie L. De Jong,
Andrew G. Dellie,
Thos. F. Dement,
Mary J. Deming,
Leoto Dempewolf,
Mary P. Deneny,
Geo. Denison,
B. Desbonne,
John M. Desloge,
Mrs. E. Devanny,
Ellen Devoy,
Henry Diamant,
Adelaide F. Dickinson,
Mary A. Dickinson,
Peter Alfr. Dickinson,
Wm. L. Dicks,
Alanson S. Dickson,
Andrew Dickson,
Caroline S. Dickson,
Chas. K. Dickson,
Charlotte A. Dickson,
Mary Louisa Dickson,
Helen Dieckriede,
Con. H. Diestelkamp,
Sarah E. Dillon,
Wm. G. Dinan,
Ida Dittmann,
L. L. Divoll,
Eudora M. Dix,
Louise Dixon,
Samuel M. Dodd,
Adiel Dodge,
Anna R. Dodge,
W. D'Oench,
Phillip Donahue,
Caroline Dorn,
Annie N. Dornin,
Caroline Douglass,
Geo. Dougherty,
Jas. Dougherty,
Mary J. Dougherty,
John P. Dowdies,
Wm. Downing,
Nelly Doyle,
Julia J. Drew,
Gustavus W. Dryer,
Edw. Driemeyer,
Jos. S. Dryden,
Nathaniel C. Dryden,
Nat. J. Dryden,
Fred. B. Duenhaupt,
Meta A. Duenhaupt,
Anna A. Duffer,
Jas. F. Duffer,
Maria Duffer,
Henry J. A. Duncan,
Eliza C. Dunham,
Frank J. Dunham,
John Dunlap,
Hannah Dunn,
Margaret A. Dunn,
Mrs. S. B. Dunnica,
Edwin Dunsford,
Geo. A. Durban,
Jas. M. Durdy,
Ruth Durga,
Chas. E. Durkee,
Dwight Durkee,
Jas. Duross,
Josie M. Dussucholl,
C. O. Dutcher,
M. W. Du Tour,
Jas. E. Eads,
Geo. Ealer,
Emma H. Eastman,
Edw. Eaton,
Emily F. Eaton,
Jas. M. Eaton,
N. J. Eaton,
Emil Eberhardt,
J. C. Edgar,
S. A. Edgar,
T. B. Edgar,
S. M. Edgell,
M. S. Edson,
Wm. H. Edwards,
John Eggers,
Hattie Eisner,
Ida M. Elliot,
W. G. Elliot,
C. M. Elleard,
David Ellis,
Jos. Ellison,
Jas. H. Ely,
Estelle H. Embree,
Willie Endries,
John B. Engelmann,
Amanda Engler,
D. Augustus Engler,
S. G. English,
Richard Ennis,
Sarah E. Epstein,
Jacob Erb,
Newman Erb,
Harriet I. Etling,
Chas. G. Ette,
Emma L. Ette,
Jos. N. Evans,
Willie H. Evans,
Rosa Ewald,
John Eysar,
Lillie K. Fagin,
Margt. F. Fassett,
Mary A. Fay,
Agnes Fenby,
S. Geo. Fenby,
Richard Fenby, Jr.,
Chas. H. Fenn,
C. C. Ferguson,
H. Fette,
Alexander Fiala,
Bertha E. Fiala,
Irma Fiala,
Theodore Fiala,
G. M. Fichtenkam,
Emma B. Fife,
Augustus Filley,
Chauncey I. Filley,
G. F. Filley,
Annie M. Finagin,
Chas. E. Finch,
G. A. Finkelnburg,
Basil V. Finley,
John D. Finney,
Wash. C. Fishel,
Augusta Fisher,
Chas. B. Fisher,
Cornelia B. Fisher,
Ellen Fisher,
Laura B. Fisher,
William E. Fisse,
Ella M. Fitzpatrick,
Ralph Fitzpatrick,
Fanny Flad,
Amelia T. Flaherty,
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March 1st, 1873.

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COURSE OF STUDY.

The arrangements for grading and classification have already been discussed at some length in this Report. Grading and classification are themes that can in no wise be separated from a consideration of the course of study; and accordingly many of the topics that were reserved for this part of the Report have been already discussed in their most important relations. Had not the questions which concern the connection of the High and District Schools demanded an earlier elucidation of the *rationale* of grading and classification, the entire subject would have been considered here.

In our time, the foremost scientific intelligence is directed to the study of the laws of growth and development. It is discovered that all History is a process of realization of some final end or cause; that each institution of man has likewise some final purpose or ideal which it perpetually seeks. Not only this, but the material world with its elements is in a constant process of interaction which may be termed the meteorological process. That this latter process involves the disturbances on the solar surface, and planetary and cometary perturbations, is beginning to be understood. That there is a process in the animal and vegetable world by which one species gradually transcends its limits and develops into another, is believed by many. That the forces of matter are all correlated and are in a process of continual evanescence, the one into another, is held by a still greater number of scientific men. It is clear that their tendency is to correlate gravity—the tendency of all matter *to* a center—with light (or heat) the tendency of all matter *from* a centre.

The great influence of Darwin upon scientific thought seems to be in this direction: all living beings shall be studied in their histories. In its history all the possibilities (or potentialities) of a being become manifest, and only by gathering up all these and contemplating them as a whole can we arrive at a comprehensive knowledge of a given subject. Whatever may be said about "natural selection," (or as Hegel called it, "the struggle

of ideas and the victory of the deepest one), is only preliminary and not exhaustive. The study of the totality of its history will reveal to us the purpose—the final cause—the teleology—of the struggle for existence in a living process. All struggles imply two opposing forces—in this instance the living animal struggling to attain his ideal type against the obstinate resistance of surrounding circumstances. What that ideal type is, will be manifest if we study the tendency of his struggles in his history.

In this sense Darwin's labors are not hostile to those who claim the purest spiritual views. If idealism has any truth—if there is any basis for a spiritual theory of the universe—it will become manifest to us in a study of a history of the world and of mankind. Educational thinkers, above all others, must be active in this field, and see to it that no merely preliminary and half-views be forced upon them. Such modifications as would result in our systems of education by the rash application of such generalizations as are made in the beginning of a study of a historical process of education or social development, would have to be mended year by year to keep pace with the growth of theory based on such investigations.

It was Plato who first showed us the natural transition between idea and idea. That one idea involves another through which it is limited and defined—that, accordingly, in arriving at the clear comprehension of one idea we are obliged to pass over to other ideas and return to the first—this necessity is the famous Platonic *dialectic*. Its result is to show that all ideas of the mind are inter-affiliated and make up a system, and that the thinking of each idea is possible only as we think the process of its inter-affiliation with the other ideas which limit and define it. Thus the clear comprehension of an idea is possible only through tracing its historic growth—its origin in a more abstract idea and its development into a more concrete one. But the term History here has significance only as far as it is the psychological history of the people or race who have developed and named the idea in language; and secondly, only so far as the individual has realized in himself logically (by pure thought) such genesis of the idea which he is investigating. The latter is the condition of the former: only in so far as the individual can see the dialectic necessity in the logical process of his own ideas can he be able to discern this dialectic in the History of his language.

While Plato revealed this genesis of ideas in pure thought, it was chiefly Aristotle who discovered and applied the doctrine of a dialectic process in objects—a transition of one object into another—and thus connected the links of nature into a historical chain. Since his time all scientific endeavor has been either to analyze objects so as to find new elements, or to study the relations and connections of these, and thereby show them to be links of the one chain. Aristotle set up the doctrine of Teleology, or of final causes, as his highest principle. This was not held by him in the superficial sense that Paley and others apply it: as though one object in nature was for another, in the mechanical sense that one part of a watch is fitted to another; nor in that immanent sense in which the advocates of the development theory are prone to hold it; as though the phenomena of the world were occasioned by the running down of universal gravitation whose weights, in some unaccountable manner, got wound up again in some remote epoch of cosmical history. Aristotle knew that a self-conscious absolute is the final cause, as he tells us in his *Metaphysics*, (XI, 6 and 7) and, indeed, there demonstrates to all who will follow his subtle thought.

On both sides, therefore,—on that of the scientific thinkers who follow the lead of Darwin, Comte, or Herbert Spencer, as well as on the side of the great thinkers who trace their pedigree to Aristotle and Plato,—we who have the direction of education, as teachers or supervisors of schools, are urged to the study of its history, its process of development. Such students of ethnological psychology as Tylor, Lubbock, Mortillet, and De Quatrefages; such students of philological psychology as Wilhelm von Humboldt, Steinthal, Geiger, Whitney, Bleek,—or such students of cerebral psychology as Bain, Bell, Spencer, Buechner, Vogt, Dubois—Raymond—all these contribute valuable elements to the solution of the educational problem. They furnish the description of particular elements, or assist us in tracing out the relations of one activity to another and its laws of transition. In other words, they contribute to the discovery of the dialectic process of education.

But why name in detail the abstract elements of the problem, or mention these other sciences and their lines of research? Is not the educational problem of the choice of a course of study a simple and practical one, involving only the questions of the

practical wants of the business community and of the duties of citizenship in this country ?

It is, indeed, a *very* practical problem, but not for that reason at all simple, as any one may see for himself by a glance at the history of education, and more especially by a review of the changes in progress, at this date, everywhere in this country and Europe. A man cannot start from St. Louis and visit the cities on his way East—Cincinnati, Philadelphia, New York, and Boston, without having all his pre-conceived notions as to a science of Pedagogy shaken from their foundations. He cannot read the different educational periodicals, or the reports of School Boards, or the critical reviews of the leading newspapers and magazines, without astonishment and dismay, if he is a thoughtful man. The theories pre-supposed he will find to vary all the way from that of Rousseau—that civilization is an excrescence which education should assist to remove—up to its opposite that civilization embodies the ideal of humanity, and that education is to initiate him into the theory and practice of the same. Armed with one pre-supposition or the other, and frequently with both, these “friends of progress,” or these critics of the established order of things, charge down upon us with their gratuitous advice as to the conduct of the popular system of education. The consequence of all this is a manifold change of methods and subjects taught. Indeed, it seems as though education were subject to the same dialectic movement as fashion in the world of clothes. To-day short coats or small bonnets are the fashion; soon, by an imperceptible gradation through different characteristic peculiarities, we come to the fashion which delights in long coats or large bonnets.

A few years ago (about 30 ?) “Mental” or “Intellectual” Arithmetic became the fashion. No educator could lay stress enough on the immense advantages of it as a means of training or disciplining the mind. It “taught the pupil to reason” and one would have us believe that a generation of very reasonable beings would have been the result of so much mental arithmetic as has been taught in our schools from that day to this. The fashion of mental arithmetic has lasted just one generation, now it is leaving our schools as rapidly as it entered them. On all hands we are told of the absurdity of going through so many steps in the process of solution and of the uselessness of learning problems relating to all imaginary business subjects; finally we have pointed out to us the important fact that mathematical reason-

ing does not relate to cause and effect at all, and that it cannot help logical reasoning on any concrete subject, and this is proved by an analysis of the mathematical syllogism into its three identical propositions, (A-A-A) and a comparison of it with the ordinary syllogism wherein the propositions are not identical (A-B-C). But the cultivation of the power of abstract attention through mental arithmetic remains as its great pedagogical merit, but probably will not save it in the sudden reaction toward another extreme.

As a further example, Grammar may be adduced: a few years since, parsing was the great school accomplishment. The ability to classify words under a number of categories called "parts of speech," and to name their accidents and syntactical relations was thought to possess great value as a scholarly accomplishment. This fashion prevailed its thirty years and changed slightly towards the semi-logical analysis of the sentence, which has struggled for twenty years to solve the discord between itself and the old system of parsing. To find a system of "Analysis" that should furnish a logical basis for the division into parts of speech and for the "Rules of Syntax," or to bring up the system of parsing to the logical standard of analysis has been the object of many a new book that, since 1850, has won its way to extensive use and then dropped out of sight. Within the past five years the tendency has been to make an English Grammar on the basis of comparative philology, using the accidents of the Anglo-Saxon to explain those of modern English. Another movement at the same time has been in progress to substitute for grammar a series of composition exercises called "Language Lessons." Together with the latter movement we have the strongest condemnation of grammatical instruction in parsing or analysis. The grounds urged against the latter are chiefly the following ones: (a) to parse or to analyze does not give the pupil the ability to use his language fluently, gracefully, or correctly; (b) the study of grammatical parsing or analysis, is, in effect, the study of logic and is too difficult for pupils in the common schools; (c) the text-books in use (or to be found) are so defective and contain so much contradictory matter, (the result of the unsuccessful attempts alluded to—to harmonize systems of analysis with the old system of syntax), that no pupils can profit by the study of them.

Thus, as far as grammar is concerned, Pedagogy is in a very unsettled state. It is not so easy a question to answer as the one concerning mental arithmetic in our schools. For Philology, or the study of language, is in the very foremost rank of modern sciences, and possesses enough hold on the scientific interest in the community to defend itself vigorously from any attack made on its representative in the common school course of study. But in order to do this consistently, it has been obliged to modify the text-book and introduce the historical element of etymology; hence, the explanation of the recent tendency to change grammar into a study of the history of the accidents of the language. As modern Philology was in its first scientific stage (that of Grimm) a study of phonetic variation; and in its second scientific stage (that of Bopp) a study of the derivation and significance of accidents, (declension, comparison and conjugation: Each of these involves a pronominal affix;—the declension of nouns is accomplished through the affix of pronominal adverbs expressing relation to the speaking subject, *e.g.*, here, there, etc.; adjectives and adverbs are compared by adverbial affixes denoting reciprocal relation; verbs are conjugated by affixes denoting personal relations. The whole system of accidents is shown by Bopp and his followers to arise through the penetration of the expression of personality into language); the third scientific stage of Philology may, perhaps, be regarded as its psychological stage which will first investigate the connection of psychological expression with the physical action of the organs of speech, and finally consider the problem of the relation of language to logic. Inasmuch as the influence of Philology upon our grammatical text-book appears to proceed just now solely from the second scientific stage, that of the history of accidents, it is clear that a very material change is to be expected in the text-books used and the results obtained from this branch as taught in our schools. One cannot form a conjecture when the psychological influence in the study of language will again reinstate in favor the study of its logical analysis, or of its syntactical relations.

But what is the duty of the teacher or school director as regards such changes in Mental Arithmetic or Grammar? Most will be guided by the prevailing custom, and this again will at last be controlled by the few who are able to so act upon the convictions of teachers in educational centers as to prevail upon them

to adopt their proposed schemes. The few that form their own opinions carefully will find it necessary to consider first what function in the course of study is filled by Grammar or Mental Arithmetic, and, secondly, what can properly take its place if a change is made. A blind process that moves from one condition of things to another without knowing adequate reasons, is to be avoided, if possible. The reign of Kronos may have been a golden age, but it certainly was an irrational one—an age of mere “progress”—a going that went no whither—for what time produced, time destroyed. Not seeing, for my own part, anything else in the course of study that will make up in any adequate measure for the loss of Grammar, or for its radical change by the omission of the syntactical portion, I am in favor of holding it where it is for the present. So, too, I am obliged to doubt the policy of giving up Mental Arithmetic—at least in the schools of St. Louis, where it seems probable that we have not had Mental Arithmetic enough for the past five years. I would not, by any means, object to some change in the method of instruction in this branch—for instance, a thorough trial of the Grube Method which Mr. Soldan described in his last report.

Reading is another branch that seems to be subject to periodical oscillation. It varies in the degree that it approaches or recedes from theatrical impersonation. The dry, monotonous manner in which the clerk of a court or of a legislative body calls off the words he reads, is one extreme, and the dramatic delivery of the actor on the stage is the other extreme, and both extremes are to be avoided in the school-room. But within these limits the fashion varies so much that one cannot at any time tell what the ideal standard will be to-morrow. Reading also varies in the amount of study expected from the pupil in regard to definitions, historical allusions, rhetorical figures, etc. The character of our text-books in reading varies likewise. At one period the tendency is to select such gems of the entire literature as are short and not too difficult for the pupil. Other tendencies follow: one compiler prides himself on knowing and selecting pieces that are slightly *recherche* in their character; another selects modern pieces only, or pieces from American writers, or from magazine literature, or from the novelists, or the humorists, or forensic orators. It is clear that the readers must give the pupil opportunity to learn the styles of all these, and not confine him to one or a few of them. But the great influence which the articles from the reading-book will have on

the pupil's style ought to exclude from the school those reading-books which contain articles that embalm in humor or satire what is immoral or ugly. Those pieces which are to form the taste of the pupil should be classic; by this is meant pieces that can stand the test of time. It is obvious that much of the literature that gets into our school-readers is not classic, but of a character that is popular only from its appeal to a crude sentimentalism.

Geography also has its cycles of variation. The normal standard is the subordination of both Mathematical and Physical Geography to Political Geography. The questions of latitude and longitude and astronomical relations are subordinate to the questions of political and social life. The questions relating to the formation of the earth's surface are subordinate to those relating to man's occupation of it. And yet the great discoveries made in our time in Geology and Meteorology tend very strongly to develop the element of Physical Geography so much in the Geographical text-book as to obscure the commercial phases of it.

There is another aspect in which these educational changes should be viewed. There is an oscillation from the prescriptive extreme to the ratiocinative extreme—from the extreme of learning things and facts without their causes and reasons, to the extreme in which nothing shall be taught without all its grounds. No one that has ever seen an exhaustive rational and historical treatment of a theme will be likely to hold the latter extreme here mentioned; but many peculiarities have crept into our course of study and methods of instruction in latter years by reason of the tendency toward it. For an example, there was a revolution in Written Arithmetic: once it was taught simply by rules; then came explanation of the derivation of rules, which culminated in an Arithmetic which taught how to derive all the rules used by Algebraic formulæ. It is true that the particular is "explained" by subsuming it under the general. To explain Arithmetic by Algebra, and to insist "that the pupil should go over no principle without thoroughly understanding it," was a strange enough violation of the psychological order of acquiring knowledge. It was insisted that the pupil should learn the system of decimal fractions before common fractions and compound numbers. This belongs to the same error as the preceding. A fraction is an expressed ratio—a simple value that depends on two terms; in the common frac-

tion the two terms are both expressed, but in the decimal fraction one of these terms is suppressed, and yet must be kept distinctly before the mind, a necessity which requires greater strength of mind, just as the process called "short division" is more difficult than "long division," the divisors being the same. The relative position which these topics occupy in Arithmetic, and the form in which the necessity of the rule is made apparent (or deduced) determine the excellence of the text-book on Arithmetic.

The same tendency to introduce fully the grounds of explanation for whatever is taught, led to the substitution of Analysis (or the logical division of the sentence into principal and subordinate elements) for the old style "Parsing." So long as Analysis followed Parsing, and was taken up by the pupils who had already learned Etymology and Syntax in the ordinary form, Analysis seemed a new revelation to them, and was studied with great profit. But when it was made the first study it lost its interest; it was like an attempt to leave out Arithmetic and commence at once with Algebra.

This general tendency to introduce a study in the course with its generalizations, and to make these comprehended, led to the great revolution in our American system caused by the introduction of the "Object-Lesson System," emanating from Oswego and New York. With this we at once pass over from the explanatory and the process of generalization to the descriptive and illustrative. The tendency of this system has been to emphasize those branches that furnish convenient objects for exhibition and description, and to neglect technical terms and accurate definitions. Those branches and those divisions of branches that appertain to what is not easily exhibited before the pupil are likely to suffer under the hands of the teacher who uses the Object-Lesson Method. Certain scraps of the Natural Sciences are dwelt upon at the expense of a knowledge of those branches which serve as tools for all future acquisitions of knowledge—Reading, Writing, and Arithmetic.

"What knowledge is of most worth" is an important query, but its answer does not settle the question, "what knowledge should be first taught in our schools." It is clear that the knowledge which comes last and highest in the process of education is worth the most, but the knowledge which the child must first acquire is more nearly related to art than science; it is a knowledge of technical implements or tools which will ena-

ble him to master the other knowledge. Herbert Spencer thinks that the first knowledge should be that which "prepares one for direct self-preservation," the second should "prepare him for indirect self-preservation," and the third and fourth respectively in importance and value are the knowledge of that which prepares for parenthood and for citizenship. As these kinds of knowledge are characterized by him, it is clear that they do not afford a clue to the order of school studies. Direct self-preservation requires, according to him, various kinds of practical skill, such as the art to walk without falling, or without hitting one's head against a lamp-post, etc. The knowledge that fits one for indirect self-preservation is again the knowledge that enables one to work at his vocation, and this is likewise, primarily, practical skill. Science, to be sure, greatly increases one's productivity in most branches of industry. But Reading, Writing and Arithmetic are greater helps to one in any phase of life, whether in preparing one for direct or for indirect self-preservation, than the knowledge of any natural science whatever—even Physiology or Biology, for example, granting that such sciences could be acquired before a knowledge of the three branches named.

The course of study in the District Schools has for its purpose the providing of the pupil with mental discipline, and an equipment of tools of intelligence, so that he may help himself. This cannot be repeated too often.

Allusion has already been made in another place to the rational basis of the division of the school curriculum into (a) studies that give man power to make material combination (Arithmetic and Geography); and (b) studies that give man power to combine with his fellow-man (Reading, Writing, Grammar and History). In former reports I have spoken at length of the psychological significance of each of these studies. Each of these elementary branches leads the way to its kindred ones in the High School. Arithmetic leads to Algebra and the higher Mathematics, also to Physics; Geography leads to Descriptive Sciences, Natural History, Botany, Geology, Meteorology, etc.; Reading, to Literature; Grammar, to Logic and Philosophy; History, to Jurisprudence, Social and Political Sciences, etc.

In regard to the practical working of the course of study during the past year, I have to report as follows :

READING.

Leigh's method of teaching reading continues to be as great a success as in former years. It saves half the time in the three earliest years, and secures better spelling and better understanding of what is read. It makes reading a pleasure to the child, and does much to influence him to read at home. In enabling the pupil to learn to read by analyzing words into their elements, and to combine them again from their simplest elements. It furnishes an opportunity for analysis and synthesis in a better material than was furnished by Mental Arithmetic.

SPELLING.

I have recommended to teachers the use of the reading exercises in Worcester's Speller—each difficult word, if not a familiar one, being used in a sentence in such a way as to indicate its meaning. The sentences contain words enough for pupils to learn. Instead of the five thousand in the Speller, one thousand are quite sufficient, if thoroughly memorized, to discipline the memory of form. When this is done, spelling will be learned by reading, and need not be any longer made a special branch.

WRITING.

A special teacher in Writing is thought necessary, and has been employed in our schools for some years. Mr. H. A. Spencer, who had filled the position of Writing Teacher very acceptably for a number of years, resigned in the spring. Mr. A. H. Hinman has been engaged as his successor.

ARITHMETIC.

The instruction in this branch has been very good, but has not been carried so far as desirable. The question, however, arises What is the proper amount of Arithmetic to learn before commencing Algebra? Is it not better to learn Algebra at once than to attack the problems of higher Arithmetic? The answer would be yes, if the pupil's age is sufficient to indicate the proper degree of maturity.

GEOGRAPHY.

This branch has for years been the best taught one in our schools. I think that our teachers succeed most happily in laying the proper stress on the most essential points. Without obtaining a prolix knowledge of any one section of the world, the pupils learn to view each locality as having certain geographical relations which affect the character of its productions and inhabitants, and determine its relation to the rest of the world. By practising the correct method of geographical study and by continual review of the chief facts, a much better progress is made in this branch than by attempting to learn extensive treatises on the subject.

GRAMMAR.

For the last two years we have limited the course in the District Schools to learning etymology, and the analysis of first and second-class elements (sentences that do not contain subordinate clauses), leaving third-class elements (sentences with subordinate clauses) for the first year in the High School course. The theory of complex sentences is quite a difficult one for pupils a year in advance of the first grade in our District Schools. Indeed, it is quite easy to criticise the treatment of this subject in any text-book that has yet attempted it. But a mastery of the subject gives the pupil much insight and analytic power of thought.

HISTORY AND CONSTITUTION.

That portion of our national history ending with the formation of our present Constitution may be considered classic. The portion since that date is too near the memories of men now living to be written in other than a partisan spirit. Our pupils accordingly omit the latter portion and study only the former, together with the Constitution. The history since the formation of our Constitution has been a social one chiefly, and its political phases should be illustrated and explained from the growth of our productive industry. And yet those books which undertake to cover this period give little else than the history of the political campaigns for the election of presidents, a few wars with the Indians, with Mexico, with England, and then a sketch of the engagements in our late civil war taken from our newspaper accounts or the Government records.

A study of the Constitution of the United States is especially valuable (if for no other reason) for the purpose of acquainting the pupil with the peculiarities of the legal style of statement and definition. It furnishes a kind of model form for a free Constitution, and has been copied closely in most of the State Constitutions. The pupil will learn by a few weeks study the style in which prohibitions are conveyed and commands enjoined; how legislatures and executive officers are chosen; how courts are established, what jurisdiction they have; how amendments are made to our Constitution; how new States are admitted; and a variety of valuable definitions which they will have occasion to use frequently in after life.

NATURAL SCIENCE.

The weekly lessons in Natural Science, of which I gave a full account in the last report, are accomplishing all that was claimed for them. While they are so arranged that they do not relax the strictness of the other studies, they furnish a stimulant for observation and reflection. Their influence is good both on teachers and pupils. With disciplinary studies alone the teacher is sometimes liable to become stiff and pedantic in the conduct of a recitation. Since each pupil in the class must be reached and measured so that the amount and quality of his preparation may be tested, the recitation is apt to take a range of tests not adapted to the deepest thoughts of the best pupils, but rather to the mechanical memorizing of the poorest pupils. It is as much as can be expected if the poorest pupils are able to name mechanically what they have seen in the book. They can scarcely have a free comprehension of anything in the lesson. The tendency, therefore, of the teacher must be to adapt his tests to the poorest scholars rather than to the best. But in the Natural Science lessons everything is free; the object is to draw out as much interest as possible: hence the appeal is made directly to the best pupils in the class, who are ready to communicate their own experience and ask questions. The slow pupils are interested, but it is the interest excited by novelty, and akin to wonder rather than comprehension. But the one hour per week in which the teacher explains points in science, tests the comprehension of her pupils, and draws out from them all manner of information from their own stores of experience, has some influence in correcting the too great as-

perity of the drill in the discipline studies. The question, Which is the more practical, the study of a natural science (say Botany or Zoology) or Arithmetic? has been discussed already. Every one knows that it is impossible to teach Botany or Zoology to one who knows nothing of Arithmetic (the art of counting, for instance). Physics still more implies Arithmetic and the higher Mathematics. But Mathematics indispensable not only to the acquirement of the Sciences, but to all practical affairs of life; even the merest manual labor requires the art of counting. But this does not abate one jot of the value of Natural Science as a study that gives breadth of culture and facility of invention or adaptation. What is taught of Natural Science in the District Schools is rather the descriptive side; the dynamic side, requiring Mathematics, comes in the High-School course. In speaking of the use of the study of Natural Science in giving the laborer mastery over the tools which he uses, one must not forget that language is the most wonderful tool or instrument that man possesses. It is the instrument by which he makes a rational existence possible, for by it he is able to combine with his fellow-men. The most fundamental school disciplines, therefore, are those that appertain to the quantifying of the world of nature (Mathematics, Arithmetic, etc.), and to the communication with one's fellow-men (Language—Reading, Writing, Grammar, etc.). By the former, one is able to measure matter and force, and thereby convert them into servants of his will; by the latter, each individual is able to draw upon the funded wisdom of mankind, at pleasure as to quality and amount, and thus reinforce his little life, bounded by a few years of time and a few miles of personal inspection—with the experience of all mankind in all ages.

The question has been asked, Why are not the divisions for purposes of classification made with reference to the average time required to accomplish the work laid down in them? Why do not the grades correspond to the years, so that the District School course has as many grades as years? In St. Louis this is the plan. The work of each grade or year is subdivided into four quarters' work, each one of which should occupy, for an average class, about ten weeks. What advantage other cities find in adopting an arbitrary number of grades I have not been able to discover. Perhaps the ten grades, or nine grades, or other number, that seem to me arbitrary, may not be so in fact. In our system we have the scale of classification of our

pupils in the District Schools divided so as to show twenty-eight degrees of progress—seven years, each containing four quarters. The schedule marking the work for each quarter receives slight modifications from year to year, so as to keep it in accord with the average actual performance.

There is a movement in the educational world that has become wide-spread during the past two years, tending to dispense altogether with the daily marking system for scholarship records. It is proposed to rely exclusively on the written examinations conducted at stated intervals. Whatever the reasons were which, as a matter of history, led to the adoption of the daily marking system, the reasons against it chiefly relate to its effect in depriving the recitation of freedom and elasticity. It seems that the special effort of the teacher required to estimate the numerical value of the recitation and to record it, dissipates his attention and destroys by so much the originality and depth of his thoughts on the occasion. On the other hand, it may be questioned whether the daily test applied to the pupil's work does not assist him in acquiring habits of regular industry where the occasional test of the written examination would fail. It seems that this change, like most of those proposed, looks only toward the remedy of certain evils and ignores the grounds on which the old system was once adopted. Such changes will run their course in a few years and give place to something a little different, and thus by degrees return to the present plan.

All proposed improvements should be discussed in the full light of experience. History is the test of theory; a principle may be grasped imperfectly, so that several phases of it are invisible to those who clamor for its adoption; but the practical test will, in the course of time, unfold every phase of it and force them upon the attention of the most unthinking people.

It seems desirable that when an improvement is proposed, the *rationale* of the former system should first receive investigation, and its historical process be discovered, if possible. Whatever is imperfect must have an historical process, because the very fact of its imperfection will necessitate a struggle to cover the defects by means of the strong points, and this struggle will introduce internal activity, or a process by which the whole will undergo gradual modification. To ascertain the tendency of the process is to discover the remedy most needed.

The fact that our American system of public school education has been of a character somewhat tinged with asperity, has its

rationale in the tendency of the school here to lay greater stress on discipline or moral education than upon intellectual instruction. The schools have been tonic and regulative; the formation of correct habits, alertness, regularity, industry, obedience, self-sacrifice at the call of duty, has been the first aim. The daily marking system arose from the influence of this predominant tendency in our educational system. The pupil has been pursued with prescription, and the teacher has acted the vigilant policeman toward his pupils. Indeed, it is very evident that the formation of correct habits in his pupils can be secured only by the strictest vigilance on the part of the teacher. But within the last thirty years the sentiment of the community has been reacting politically, socially, morally and religiously. The tendency is to lay less stress on the prescriptive side of morality—less stress on obedience to external standards—and more stress on spontaneity, on the side of morality that appertains to the free, untrammelled choice of the individual. Thus the school government is forced to change in order to put itself in harmony with the sentiment of the community, and this change in the method of ascertaining and recording the pupil's progress in his studies finds its explanation in the deeper social change. Likewise, the disuse of corporal punishment will follow from the same cause. Whether some changes will not be made which are unnecessary and injurious, admits of only an affirmative answer. Time will produce an emended edition, however, in which such extremes are corrected.

Home study is another subject on which there is great diversity of opinion. Very violent attacks are made on this practice wherever it prevails. There will always be abuses, and when the tide of popular sentiment is setting against a policy the abuses are taken for the normal type of the system. Careful statistics, taken from year to year, have shown that the average amount of study out of school is seventy minutes per day in the highest grade of our District Schools, about forty-five minutes in the second grade, and thirty minutes in the third grade. There are individual cases, where the ambition of the pupil, or of his parents, causes him to over-exert himself. The whole matter is under the control of the parents, for no teacher may demand anything more than industry in school and perfection in lessons. The pupil may, if he chooses, move from class to class so slowly that he has time to learn all his lessons in school, and, in fact, very many pupils follow this course.

ORGANIZATION.

I had intended in this report to give an account of my visits to other cities, undertaken last Spring at the kind suggestion of the Board. But I find that my description of the important features of the schools which I inspected would be so highly colored with my own views and convictions as to convey the impression of undue confidence—presumption is perhaps the word—in passing judgment upon the systems of other cities. The examination was necessarily superficial, but it afforded a multitude of suggestions on almost every subject connected with the management of schools.

The schools of New York City, Oswego, Boston, Cleveland, Cincinnati and Indianapolis were visited, and on another occasion those of Chicago. Each city seemed to have great excellence in its school system, and the most admirable results were exhibited. But the methods of arriving at these results vary so much as to excite astonishment. The New York system seems to be in a great measure that of Ohio and Indiana, while the Boston system seems to have furnished the model for the Chicago and St. Louis system. Local modifications every where exist, but the ideal types seem to be two. As might be supposed, the schools in new York city would have furnished the most fruitful suggestions—inasmuch as I found there the types of the systems of schools whose radical differences from the Chicago and St. Louis systems I had previously noted. No lesson is more valuable to an educator somewhat wrapped up in the importance of his own theories, than the exhibition of a practical success achieved on entirely different theories. In the system of grading, the amount of time consumed in recitation compared with the amount used for study in school, in the arrangements for recess, for the construction of buildings as to the admission of light, as to yard-room and the arrangement of school rooms, the New York schools are run on principles very nearly opposite to our own. That they achieve great success is well known. The stress laid upon those elements of discipline which have been named as supporting morality was very noticeable, and yet

corporal punishment is not permitted in any of the public schools in the city.

SCHOOL ATTENDANCE.

For some time uncertainty has existed regarding the item of *average number belonging* upon which the per cent of attendance has been made out. Irregularity in regard to the suspension of pupils for absence has been the chief cause of this.

In order to remedy this, St. Louis, Chicago, Cincinnati, and some other cities in various eastern and western States agreed upon the following rule, carrying it into effect on the first of November, 1871:

"In all cases of absence of pupils from school, whether with intention of returning or not, and whether the absence be occasioned by sickness or other causes, including even the suspension of the pupil, and excepting only the case of transfer to some other school in the city, the pupil's name shall be kept on the roll as "belonging" for three days and dropped uniformly on the beginning of the fourth day in case he does not return."

The following remarks are made in order to answer in a general way all questions that have been asked regarding the motives and significance of the change:

I. Its object is to secure a standard entirely free from arbitrary construction by the teacher. Heretofore five days has been generally allowed as the period for retaining the name of a pupil absent for sickness. In some cases the pupil's name has been dropped after two days when the cause of absence was not known; sometimes it has taken three days or longer to find out the cause of absence. This has depended much on the energy and promptness of the teacher or on the stress laid on regularity by the school authorities. *Under this rule the pupil's name is kept just three days, unless transferred*, no more and no less, even in case of permanent removal, or death of the pupil, and whether the causes of the pupil's absence are known or unknown.

II. *Three days* is selected not because four days or five or two days could not answer the purpose, but for the reason that it covers about the usual period necessarily required to ascertain definitely, why the pupil is absent and what he intends to do. It is not the purpose of the rule to prescribe any action

on the part of the teacher to ascertain these particulars, but in most cases the regulations of the schools or the custom of the teachers will lead to such measures; and it would be unpleasant or awkward to retain a pupil's name for five days or more after his death or permanent removal, while three days would not be so objectionable, as cases are constantly occurring where it requires three days to ascertain definitely the fact. Less than three days is not only too small a margin for the getting of definite information, but it is too small a margin to indicate the interference of the irregularity of attendance with the school duties.

III. This item of *number belonging* is kept for the purpose of showing, by comparison with the *number in attendance*, (a) the importance attached to regular attendance on school by the community; (b) indirectly how much influence the teacher exerts on the pupils and through them on the parents; (c) local and temporary causes interfering with attendance, such, for example, as epidemics, local excitements, etc. Its exhibits being free from arbitrary control by teacher, it furnishes the Superintendent the occasion for inquiry into the causes of any variation from the usual percentage.

IV. The entire number enrolled compared with average attendance shows more general causes, such as are not dependent to so large a degree on the inclination of the parent or pupil, or the energy and ability of the teacher. For instance, the poverty of the people causes the withdrawal of pupils to place them at work during certain seasons of the year. But the number belonging compared with the number attending indicates causes dependent, to a large degree, on the tone of the community, the will or inclination of parent and pupil and the influence of the teacher. Hence the latter item indicates a field wherein much can be done for the improvement of the schools, and indirectly, of the tone of the community, while very little, comparatively, can be done to influence the former item—the entire number enrolled.

V. It is the short absences that interfere most with the progress of the work of the class. Long absences may be provided for by the transfer of the pupil, on his return, to a lower class, but the short absences necessitate the injurious practice of hearing a pupil "make up," his lesson by himself—a process wherein all that is of special value in a recitation is lost, and both pupil

and teacher demoralized thereby. If the recitations omitted by reason of absence are not "made up," the strictness of recitation is liable to be relaxed on the plea that the pupil was not present when the class "went over" the particular subject under consideration: for no recitation is worthy of the name that does not constantly recur to the points treated of in previous lessons.

BIRD'S-EYE VIEW OF THE ST. LOUIS PUBLIC SCHOOL SYSTEM.

In conclusion I have drawn up the following summary statement of the organization of our schools for convenient reference on the part of those who have questions to ask. The most important thing to note is the independence of our School Board from all other municipal authority, as regards appointment and revenues, and in all other respects:

BOARD OF PUBLIC SCHOOLS.

All powers relating to the management of the St. Louis Public Schools are vested in a body politic and corporate styled "the Board of President and Directors of the St. Louis Public Schools."

1. This Board consists of twenty-six members,—two from each ward.

2. The officers of the Board are, 1st, a President and Vice-President; 2d, a Secretary; 3d, a Superintendent; 4th, two Assistant Superintendents, one of whom must speak German; 6th, Attorney; 7th, Bailiff; 8th, Treasurer; 9th, Architect.

3. The Board and its officers are all the persons who have any official connection with the Public Schools.

4. The members of the Board are elected by the people for a term of three years—one-third go out of office each year.

5. No member of the Board can hold his seat if interested in any kind of contract touching the schools.

6. An important feature in the organization of the Board is its Standing Committees, consisting of one member from each district (composed of two wards). These committees, thus made up of members from different parts of the city, have in charge the business of recommending teachers, regulating the course of

study, selecting plans for buildings and supervising their erection, leasing the real estate, etc., etc. The advantage of this arrangement in protecting local interests from local influences, is obvious.

REVENUE.

The revenues of the Board for school purposes are derived from three sources :

1. From rents ;—the property owned by the Board consists of a large landed property donated by the General Government ; value estimated at \$1,479,938.31, yielding the present year an income of \$51,378.88.

2. A tax levied by the Board annually, at a rate not to exceed five mills (.005) on the dollar of city property ; last year the Board assessed four mills, (.004) which yielded \$603,160.18.

3. Other revenues :—from the State School fund, including 25 per cent. of the State revenue, amounting to \$64,540.38 the past year. There is also a considerable sum from fines in criminal cases.

4. Income of the Board from sources named, for year ending July 31, 1872 :

From Four Mill Tax	\$603,160 18
“ Rents.....	51,378 88
“ State School Fund.....	64,540 38
Total.....	<u>\$724,079 44</u>

GRADES OF SCHOOLS, ETC.

1. There are three grades of day schools, the *High*, *Normal*, and *District*. The latter include *Grammar*, *Intermediate*, and *Primary* departments in the same building. Both sexes are educated together. Besides these there is held, for four months of the year, a system of Evening Schools.

2. There are two sessions per day, except in the High and Normal. First session commences at 9 A. M. and closes at 12 M. Second session at 1½ P. M. to ½ to 4. In the High and Normal, The one session from 9 to 2½ o'clock, with one intermission. Evening Schools hold from 7 to 9 P. M., on Mondays, Tuesdays, Thursdays and Fridays.

TEXT-BOOKS.

1. The pupils generally furnish their own text-books, which are uniform throughout the city. The Board provides them for indigent pupils. Ink, pens, and pencils, are furnished by the Board.

2. Apparatus, maps, charts, globes, and reference books for the teacher's desk, furnished by the Board.

TEACHERS.

1. There are comparatively few male teachers in the employ of the Board, it being the policy to appoint males as principals of first and second-class district schools only. There are a considerable number of male German teachers. The corps of the teachers in the High School consists of seven males and six females.

2. Annual salaries of supervising principals in the District Schools are fixed at \$2,200; of second-class schools at \$1,500, with an annual increase of \$100 until a maximum of \$2,000 is reached. Principals of third-class schools (8 assistants) receive \$1,200; of the fourth-class (6 assistants) \$1,000; fifth-class (3 assistants) \$900; sixth-class (1 assistant) \$700. The class of school is determined chiefly by the number of assistant teachers. Assistants of the ordinary grade called "third assistants" get \$500 the first year, \$550 the second, and \$600 the third year. "Second assistants" get \$50 more; First assistants receive \$750 per annum. Head assistants receive \$900. Pains are taken to secure the most skillful teachers for the primary grades, and higher salaries are paid accordingly.

3. The Board employ four music teachers and one writing teacher. These visit the schools, give special lessons, and supervise the work of their special departments.

RECORD BOOKS AND REPORTS.

1. Each principal keeps (a) an annual register in which is entered the name of pupil; age, date of admission, birth-place, parent's name and occupation, residence, and attendance for

each quarter of the year; (b) a "per cent" book in which are entered daily the items of "number belonging" "number absent" "number tardy" and the names of those transferred or received by transfer from other schools, also the attendance record of the teachers of his school; (c) a record of supplies received from the office of the Board for the school.

2. Each teacher keeps a "roll-book," containing the names of all the pupils under her charge and the record of their attendance, absence and tardiness for each half day. Each pupil's name is accompanied with the number attached to it in the annual register, so that its items may be transferred to that register at the close of each quarter, and no difficulty be experienced in finding the same.

3. The Principal makes out the pay-roll for his teachers at the close of each five weeks, in accordance with a printed list, an edition of which is revised at the Superintendent's office and furnished to each Principal at the date the pay-roll is required. These pay-rolls are carefully revised in the office of the Superintendent and certified to; they are then given to the Secretary, who draws separate checks on the Treasurer and delivers them on the receipts of the teachers.

4. An annual report summing up the items of the annual register is made out at the end of the year; also a report of the supplies used and left on hand; a "Block-report," containing the residences of all the pupils in the school, classified by the blocks wherein they reside. From the latter report a large map is shaded, so as to give a bird's-eye view of the location of the school population. This map is studied to find the proper locality of a new building to relieve a crowded district.

5. A quarterly report of items from the "percent book," and a quarterly programme, showing the time, subject, and length of each recitation of each teacher in the school, and also the grade and quarter of advancement of each of her classes. Also a quarterly report of all the cases of corporal punishment, with names, dates and causes.

SCHOOL BUILDINGS AND FURNITURE.

1. It is the policy of the Board to build twelve-room buildings, three stories in height, having four rooms to the floor,

and each one placed in a corner, so as to get light from four large windows, placed two in the rear of the pupils and two on the side. The school yards usually contain about 22,000 square feet, of which about 6,000 feet are covered with the buildings.

2. These buildings are furnished with "combination furniture," each seat adapted to two pupils. Each room seats about sixty pupils, if in the primary grades; fifty-six if in the higher grades of the District Schools.

3. The two rooms on either side of the hall are separated by movable partitions, so that they may be united for general exercises, such as singing, etc.

4. Each school (with a few exceptions) is supplied with a piano, purchased in part by the money raised by the patrons of the school. The Board furnishes one-half the cost of a piano, when the school raises the other half.

5. It is thought that seven hundred pupils are quite as many as it is desirable to bring together in one building. The isolation of the pupils in rooms containing fifty or sixty pupils, each placed under the special charge of a teacher for instruction and discipline, secures, in the maximum degree, the personal influence of the teacher upon each pupil.

The old style of school building, in which pupils studied in a large room under the police control of the principal, and repaired to the small recitation room to recite to the assistant teacher, was notably inefficient in securing this penetration of the personal influence of the teacher. The pupils under that system were not humanized as they are under that now practised.

6. Smaller buildings than those above mentioned do not furnish pupils enough for a thorough classification, at least in the higher grades of the course of study.

EXAMINATIONS.

1. In the higher grades the teachers hold written reviews at the the close of the week on the work of that week.

2. The Principal inspects, daily, the work of his assistants, and examines all classes that are pronounced by the assistant teacher in charge to be ready for promotion to the work of the next quarter in the grade.

3. The Supervising Principals inspect the subordinate schools under their charge once a week, note their condition in respect to discipline, instruction and general management, examine classes reported by the Principal for promotion to higher work, and make a weekly report to the Superintendent of the results of their visits.

4. The two Assistant Superintendents use all their time during school hours in visiting the schools and inspecting the work, or conferring with the teachers regarding special matters pertaining to the conduct of the schools. One of the Assistants gives special attention to the regulation of the German instruction.

5. An Examining Committee, consisting of the Superintendent and his Assistants, and the Principals of the Normal, High and Branch High Schools, conduct the examinations of candidates for positions as teachers in the schools, and report the results of the same to the Teachers' Committee. They also act as an Advisory Board whenever their opinion on any question relating to the schools is required by the Board or any of its committees.

In this sketch many important things have been omitted. They can be learned in detail by reference to the rules and regulations, and other matter, printed in the Appendix.

In conclusion, I would refer to my promise at the beginning, to set forth matters pertaining to grading and classification. This purpose I have been able to execute only in a fragmentary manner, and, as a consequence, have been obliged to recur more than once to matters already sufficiently discussed elsewhere in order to complete the discussion begun under each general head in this report.

W. T. HARRIS, *Superintendent.*

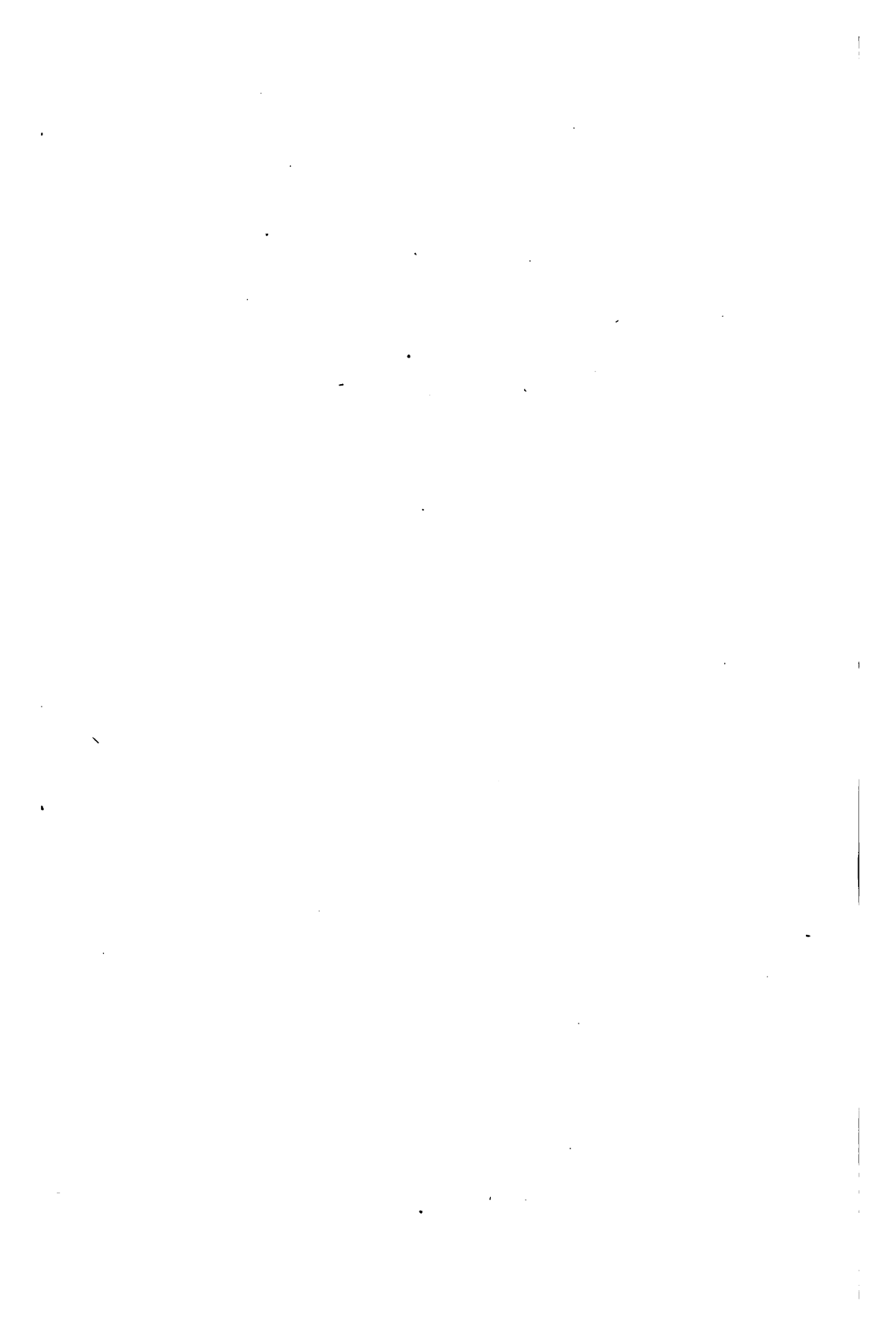
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APPENDIX.



AN ACT

TO

Establish a Corporation in the City of St. Louis,

FOR THE PURPOSE OF PUBLIC EDUCATION.

SECTION 1. *Be it enacted by the General Assembly of the State of Missouri,* That all free white persons residing within the limits of the city of St. Louis, as the same now are, or hereafter may be established by law, are hereby constituted a body politic and corporate, by name and style of "The Board of President and Directors of the St. Louis Public Schools," and by that name they and their successors shall be known in law, have perpetual succession, sue and be sued, implead and be impleaded, defend and be defended in all courts of law and equity, in all actions whatever; may purchase, receive and hold property, real and personal; and may lease, sell or dispose of the same, and may do all other acts as natural persons: they shall have a common seal, and may break and alter the same at pleasure.

SEC. 2. *Be it further enacted,* That the powers of the corporation hereby established shall be vested in a President and Directors, who shall be free white males, at least twenty-one years of age, and have resided at least twelve months previous to their election in the said city, and who shall be citizens of the United States, and have paid a city tax, and who shall be chosen and appointed as hereinafter directed.

SEC. 3. *Be it further enacted,* That the Board of President and Directors shall consist of two members, to be elected in each ward of said city, as the same now are or hereafter may be established, and the first election shall be held by the same judges on the same day, and at the same time and place, in each of the wards of the city, as the election of mayor and aldermen of said city; but no mayor or alderman of the city shall, at the same

time, be a member of the Board. And no person shall vote in the choice of said Directors who is not a free white male person, over the age of twenty-one years, and have resided at least twelve months previously to his election in said city, and who shall be a citizen of the United States, and have paid a city tax.

SEC. 4. *Be it further enacted*, That the Board of Directors shall elect one of their own number to be President; and the said Board of President and Directors shall have power to judge of the qualifications, elections and returns of the members, to prescribe the time, place and manner of conducting the elections of members of the said Board in the several wards of said city; to compel the attendance of absent members at the meetings of the Board; to punish members for disorderly conduct at the Board; and, by the concurrence of two-thirds of all the members elected, expel a member, but not a second time for the same offence; to make rules for the government of their own proceedings; and to have charge and control of the Public Schools, and all the property appropriated to the use of Public Schools within the said city; and shall have power to make all rules, ordinances and statutes proper for the government and management of said schools and property, so that the same shall not be inconsistent with the laws of the land; and generally do all lawful acts which may be proper or convenient to carry into effect the objects of this corporation.

SEC. 5. *Be it further enacted*, That the members of the Board of Directors shall be elected for the term of three years, and until their successors shall be duly elected and qualified; and one-third of the number shall go out of office at the end of every year; and for that purpose the Board shall cause its members to be divided by lot into three classes, as nearly equal as possible. The first class to go out of office at the end of one year, the second at the end of two, and the third at the end of three years, so that one-third of the Board shall be elected every year. And when the establishment of new wards in the city shall require the election of new members of the Board, such newly elected members shall be classed accordingly.

SEC. 6. *Be it further enacted*, That there shall be four stated meetings of the Board in every year, the times and places of which shall be prescribed by resolution or ordinance of the Board; and the President or any three members of the Board may call special meetings, by giving one week's notice in writing to the

other members of the Board; and in all meetings of the Board, a majority of the whole number elected shall constitute a quorum to do business, but any smaller number may adjourn from day to day and compel the attendance of absent members.

SEC. 7. *Be it further enacted*, That whenever a vacancy shall happen in the Board, by death, expulsion, resignation or removal from the city, of any member, the same shall be filled by an election in the proper ward, to be held and conducted in such time, place and manner as shall be prescribed by the Board.

SEC. 8. *Be it further enacted*, That the Board shall appoint a Treasurer and Secretary, and such other servants and agents as to them shall seem necessary to accomplish the great objects of the corporation, and prescribe their powers, duties, obligations, and compensation. They shall cause a true and faithful record to be kept of all the acts and proceedings of the Board, and shall lay the same before the General Assembly, or either house thereof, whenever required; and shall lay the same before a general meeting of the inhabitants of the city whenever one hundred qualified electors of the Board shall, by written application to the Board, require the same to be done. And for that purpose the said Board shall have power to call a general meeting of the inhabitants of the city. And the said Board of President and Directors shall, at least once in every year, cause to be printed and published a true statement of the condition of the Public Schools under their charge, and of all the property under their control, and a true and fair account of all the money concerns of the corporation.

SEC. 9. *Be it further enacted*, That it shall be the duty of the said Board, as soon as conveniently may be, to take possession, charge and control of all the lands or lots in or near the city of St. Louis, which have been either received for or granted to the inhabitants of St. Louis for school purposes, by an act of the Congress of the United States; and to dispose of and apply the same to the purposes of education, under the provisions of this act. And to that end the title to all such lands and lots (as far as this General Assembly can control the same), is hereby vested in the corporation hereby created.

SEC. 10. *Be it further enacted*, That it shall be lawful for the said Board to cause the deposition of witnesses to be taken, touching the title, locality, boundaries or extension of any of the lands, lots or real estate aforesaid. And the manner of taking

such depositions shall be conformable to the provisions of the act entitled "An Act directing the mode of perpetuating testimony in this State," passed January 22, 1825, except that the application for the commission or dedimus need not be supported by any oath or affidavit: *Provided*, That any person or persons, claiming property in any of the said lands, lots or real estate, may, upon complying with the requirements of the last mentioned act, proceed to take depositions in relation thereto. And all such depositions taken on either side as aforesaid, shall be filed in the office of the clerk of the Circuit Court of St. Louis County, and the same, or authentic copies thereof, shall be legal evidence, and may be read in testimony in any suit in which they may be relevant, in any court in this State.

SEC. 11. *Be it further enacted*, That the members of the Board and the Treasurer and Secretary, shall, before entering upon the discharge of their duties, take an oath before some judge or justice of the peace well and faithfully to perform the same.

SEC. 12. *Be it further enacted*, That in all legal proceedings against the said corporation, it shall be a sufficient service of the writ, declaration, notice, or other process, to deliver copies of the same to the President, or to any two members of the Board.

SEC. 13. *Be it further enacted*, That this act shall be deemed and taken as a public statute, and may be read and used in all courts and places, as other public laws are, without proof. And all the statutes, ordinances, resolutions and other corporate acts of this corporation may be proven in all courts and places, either by a sworn copy thereof, or by a copy certified by the President and Secretary, and authenticated by the seal of the corporation. And the General Assembly reserves to itself the power, to alter or repeal this act, whenever it shall appear to have failed in accomplishing the great objects for which it is passed.

SEC. 14. *Be it further enacted*, That the act entitled "An Act to incorporate a Board of Trustees for superintending schools in the town of St. Louis," passed by the Legislature of the Territory of Missouri, approved on the 30th January, 1817, be and the same is hereby repealed.

Approved February 13, 1833.

AN ACT

Supplementary to "An Act to establish a corporation in the City of St. Louis for the purpose of Public Education," approved February 13, 1833.
Be it enacted by the General Assembly of the State of Missouri, as follows:

SECTION 1. From and after the passage of this act, it shall be lawful for the Board of President and Directors of the St. Louis Public Schools to lend the money arising from the sale or lease of the lands placed under their charge by law for the purpose of education in that city, from time to time, not exceeding the term of one year, at an interest not exceeding ten per cent. per annum, on good security, either real or personal, or both, until it shall become proper, in the opinion of the Board, to invest such money otherwise for the purposes of education in St. Louis.

Approved January 27, 1835.

AN ACT

To amend "An Act to establish a corporation in the City of St. Louis for the purpose of Education," approved February 13, 1833.
Be it enacted by the General Assembly of the State of Missouri, as follows:

SECTION 1. No member of the Board of Aldermen, or of the Board of Delegates, or any person holding office under the city of St. Louis, whether elected or appointed, shall be a member of the Board of School Directors of the city of St. Louis.

SEC. 2. No person shall be eligible as a Director in said Board who has not been a resident of the ward in which he is elected at least twelve months prior to his election; and, if any person who shall have been elected from one ward shall move from said ward, he shall vacate his seat in said Board, and an election shall be ordered and held, as soon as may be, to fill said vacancy, and said Director shall, moreover, possess all the qualifications required in the act to which this is amendatory and supplementary.

SEC. 3. No Director shall, directly or indirectly, borrow any money belonging to said corporation, either as principal or endorser.

SEC. 4. It shall be the duty of the President and Directors of this corporation to carry out and enforce all the provisions and requirements of the eighth section of the act referred to in the second section of this act.

SEC. 5. If any Director or officer of this corporation shall violate any of the provisions of this act, and of the act to which this is amendatory and supplementary, approved February 13th, 1833, he shall be guilty of a misdemeanor in office, and shall be punished for such misdemeanor as is provided for by law, and shall, moreover, be disqualified from holding a seat in said Board, or to act as one of its officers.

SEC. 6. No Director shall receive compensation for any services as Director.

SEC. 7. All acts or parts of acts conflicting, or in anywise interfering with this act, are hereby repealed.

This act to take effect and be in force from and after its passage.

Approved March 17, 1845.

AN ACT

To amend an act entitled "An Act to establish a corporation in the City of St. Louis for the purpose of Education," approved February 13, 1833.

Be it enacted by the General Assembly of the State of Missouri, as follows :

SECTION 1. That no person shall be eligible as a Director in the corporation established by said act who may be interested in any property held by lease from said corporation, or who is interested, directly or indirectly, in any title adverse to the title of said corporation to any property which is claimed by said corporation.

SEC. 2. No person who is, or may hereafter become, a Director, or who shall hold any other office in or under said corporation, shall purchase or lease from said corporation any property claimed by said corporation, nor shall any such person be interested, directly or indirectly, in any purchase or lease by any other person of any such property, and any sale or lease of any such property in which any such Director or other person is so interested shall be utterly null and void.

SEC. 3. This act shall not affect titles now held under said corporation; but the same, and all contracts of said corporation heretofore made, shall be valid and effectual.

This act to take effect from and after its passage.

Approved March 26, 1845.

AN ACT

To authorize the levying and collecting of a Tax in the City of St. Louis for the purpose of Education.

Be it enacted by the General Assembly of the State of Missouri, as follows :

SECTION 1. There shall be levied and collected, annually, upon all real and personal property within the corporate limits of the city of St. Louis made taxable by law for State purposes, a tax not exceeding one-tenth of one per cent., which tax, when collected, shall be paid to the President and Directors of the St. Louis Public Schools, and by them [to] be used and applied in the same manner, and for the same purposes, as other money belonging to the corporation of the President and Directors of the St. Louis Public Schools, and in strict accordance with the provisions of the act, or acts of the Legislature of the Territory and State of Missouri in relation to said corporation.

SEC. 2. The collector of St. Louis county shall have authority, and it is hereby made his duty, to collect the tax in the first section of this act specified, and in the same manner, and under the same restrictions, penalties and responsibilities, and with the same power as is provided in the third article of an act entitled "An Act to provide for levying, assessing and collecting the revenue," approved March 27, 1845, and faithfully and punctually to pay over the same to the President and Directors of the St. Louis Public Schools.

SEC. 3. The collector of St. Louis county shall, before he enters upon the duties imposed upon him by this act, enter into bond to the President and Directors of the St. Louis Public Schools, in such sum as they may require, with good and sufficient securities, to be approved by said President and Directors, conditioned for the faithful performance of his duties as such collector of the tax in this act specified.

SEC. 4. The said collector shall take the assessment made by the assessor of St. Louis county, within the limits of the city of St. Louis, and from the said assessment is hereby authorized to make a tax list, in pursuance of, and for the purpose, in this act mentioned; and for his compensation for such collection shall receive the same per centum as is allowed him by law for the collection of the State and county revenue.

SEC. 5. On the first Monday of June, in the year eighteen hundred and forty-nine, this act shall be submitted to the qualified voters of the city of St. Louis for their approval or rejection; and if the majority of such qualified voters, voting upon the day aforesaid, shall vote in favor of this act, the same shall become and be a valid and binding law from and after said day. But if a majority of such qualified voters, voting on the day aforesaid, shall not approve of this act, the same shall be null and void.

SEC. 6. No person shall be qualified to vote for or against this act but such persons as are twenty-one years of age, and residents of the city of St. Louis, and who, at the time of such voting, shall be owners of real or personal property subject to taxation by the laws of the State for county and State purposes.

SEC. 7. The justices of the peace within the city of St. Louis, or a majority of them, shall have power to appoint two or more persons to open polls and superintend the voting on this act as aforesaid, in the several wards of the city of St. Louis, which voting shall be *viva voce*; and the said persons so appointed by the justices as aforesaid shall be the judges of the qualifications of voters, and shall make returns of the result of said voting to the Clerk of the County Court of the county of St. Louis, who shall certify said return, under the seal of said court, to the President and Directors of said St. Louis Public Schools, who shall transmit the same to the Secretary of State, who shall file the same in his office, which shall be evidence of whether this law is in force or not.

SEC. 8. The polls for voting upon this act shall be opened in the respective wards of the city of St. Louis, at the places where the city elections are usually held; and it shall be the duty of the President and Directors of the St. Louis Public Schools to publish this act in all the newspapers printed and published in the city of St. Louis, three weeks successively before the day of said voting; they shall also put up printed notices of the said voting in five prominent places in each ward of the said city, ten days before the said first Monday in June, 1849.

Approved February 13, 1849.

OFFICE OF SECRETARY OF STATE OF MISSOURI.

I, Ephraim B. Ewing, Secretary of State of the State of Missouri, certify, that in compliance with the seventh section of an act authorizing the levying and collecting of tax in the city of St. Louis for purposes of education, approved February 13, 1849, William G. Elliot, Jr., President of the Board of Directors of the St. Louis Public Schools, has transmitted to this office an abstract of the returns of an election held in the several wards of the city of St. Louis, on the first Monday of June, A. D. 1849, in pursuance of the act aforesaid, and that said abstract is on file in this office.

In testimony whereof, I have hereunto set my hand, and affixed the seal of said office. Done at the city of Jefferson, this twenty-
[L. S.] fifth day of June, A. D. 1849.

EPHRAIM B. EWING, *Secretary of State.*

AN ACT

Revising the Laws concerning the Revenue of the St. Louis Public Schools.

Be it enacted by the General Assembly of the State of Missouri, as follows :

SECTION 1. There shall be levied and collected annually on all real estate and personal property within the corporate limits of the city of St. Louis, made taxable by law for State purposes, a tax of one-tenth of one per centum, which tax shall be paid to the corporation called "The Board of President and Directors of the St. Louis Public Schools," and used and applied by said corporation in the same manner and for the same purposes as other money belonging to said Board, and in strict accordance with the provisions of the laws in relation to said corporation.

SEC. 2. The collector of St. Louis county shall have authority, and it is hereby made his duty, to collect the tax in the first section of this act specified, in the same manner and under the same rules, regulations and restrictions, penalties, liabilities and responsibilities, and with the same powers, as shall be provided by law for the collection of the State and county revenue in said county.

SEC. 3. The collector of said county shall, at least once in every month, and oftener if required in writing by the Presi-

dent of said Board, pay over to said Board all moneys collected by him to which said Board shall be lawfully entitled.

Sec. 4. The said collector, for his services under this act, shall be entitled to the same compensation as shall be allowed by law for similar services in relation to the collection of the State and county taxes in said county.

Sec. 5. The collector of St. Louis county shall, within ninety days after his appointment, and before entering on the duties of his office under this act, enter into bond, payable to said corporation, in such sum as said Board may require, with good and sufficient securities, to be approved of by said Board, conditioned that he will faithfully and punctually collect, account for, and pay over to said corporation all moneys received and collected by him under this act during his continuance in office, and that he will in all things faithfully perform all of his official duties as collector under this act.

Sec. 6. If said collector shall not, within ninety days after his appointment as collector as aforesaid, enter into bond, as provided in the immediately preceding section of this act, his said office as collector of said county of St. Louis shall be deemed vacant, and such vacancy shall be filled in the same manner as if he had resigned, and he shall not be eligible, or reappointed to said office for one year thereafter.

Sec. 7. The same assessment on property within the corporate limits of the city of St. Louis, which shall be made from time to time for State and county taxes, shall be deemed and used as the lawful and proper assessment in levying and collecting the tax authorized by this act, and the payment of the taxes authorized by this act shall be enforced in the same manner and under the same rules and regulations, as shall be provided by law for the enforcement of the payment of the State and county taxes in said county.

Sec. 8. The collector of said county shall perform such other duties under this act, not herein specified, as he shall be required by law to perform in relation to the collection of the State and county taxes in said county.

Sec. 9. The clerk of the County Court of St. Louis county shall perform the same duties under this act that he shall be required by law to perform in relation to the State, county and other taxes in said county, and for his services under this

act he shall be allowed and paid by said Board such compensation as said Board of Directors shall deem reasonable, just and proper.

SEC. 10. No law hereafter passed shall be deemed or construed as changing, altering or repealing the whole or any part of this act, unless this act be expressly mentioned in such law.

This act shall take effect and be in force from and after its passage.

Approved March 2, 1859.

I, B. F. Massey, Secretary of State, hereby certify the foregoing copy of a law entitled "An Act revising the laws concerning the revenue of the St. Louis Public Schools," is a true copy of the original roll of said law now on file in this office.

In testimony whereof, I have hereto set my name, and affixed the seal of office. Done at the office of Secretary of State, at the city of Jefferson, this 4th day of March, A. D. 1859.

B. F. MASSEY, *Secretary of State.*

AN ACT

To define the qualifications of voters for members of the Board of President and Directors of the St. Louis Public Schools.

Be it enacted by the General Assembly of the State of Missouri, as follows :

SECTION 1. All persons qualified as electors under the tenth section of the third article of the constitution of the State of Missouri, who shall have resided six months within the city, and one month within the ward wherein they offer to vote, next preceding the election, shall be deemed qualified voters at all elections for members of the Board of President and Directors of the St. Louis Public Schools.

SEC. 2. Voters under this act shall give their votes only in the ward in which they reside.

SEC. 3. At all elections under this act the voters shall vote by ballot.

This act to take effect from and after its passage.

Approved November 21, 1857.

AN ACT

Amendatory of the first section of an act entitled "An Act revising the Laws concerning the Revenue of the St. Louis Public Schools," approved March 2, 1859.

Be it enacted by the General Assembly of the State of Missouri, as follows :

SECTION 1. The first section of the act to which this act is amendatory shall be and is hereby changed, altered and amended, so as to read and mean as follows, to wit :

SEC. 2. There shall be levied and collected annually on all real estate and personal property within the corporate limits of the city of St. Louis, made taxable by law for State purposes, a tax of one-fifth of one per centum, which tax shall be paid to the corporation called "The Board of President and Directors of the St. Louis Public Schools," and used and applied by said corporation in the same manner and for the same purposes as other money belonging to said Board, and in strict accordance with the provisions of the laws in relation to said corporation.

This act shall take effect and be in force from and after its passage.

Approved December 17, 1863.

AN ACT

Amendatory of an] act approved December 17, 1863, entitled "An Act amendatory of the first section of an act entitled 'An Act revising the Laws concerning the Revenue of the St. Louis Public Schools,' " approved March 2, 1859.

Be it enacted by the General Assembly of the State of Missouri, as follows :

SECTION 1. There shall be levied and collected annually on all real estate and personal property within the corporate limits of the city of St. Louis, made taxable by law for State purposes, a tax of not more than one-half of one per centum, which tax shall be paid to the corporation called "The Board of President and Directors of the St. Louis Public Schools," and used and applied by said corporation in the same manner and for the same purposes as other money belonging to said Board, and in

strict accordance with the provisions of the laws in relation to said corporation.

SEC. 2. The Board of President and Directors of the St. Louis Public Schools shall determine the rate of taxation for each year under the provisions of the foregoing section by resolution, a copy of which, duly certified according to law, shall be handed to the collector of St. Louis county, and to the clerk of the County Court of St. Louis county, on or before the 15th day of October in each year.

SEC. 3. The collector of St. Louis county shall have authority, and it is hereby made his duty, to collect the tax in the first section of this act specified, in the same manner and under the same rules, regulations and restrictions, penalties, liabilities and responsibilities, and with the same powers as shall be provided by law for the collection of the State and county revenue in said county.

SEC. 4. The collector of said county shall, at least once in every month, and oftener if required in writing by the President of said Board, pay over to said Board all moneys collected by him to which said Board shall be lawfully entitled.

SEC. 5. The said collector, for his services under this act, shall be entitled to the same compensation as shall be allowed by law for similar services in relation to the collection of the State and county taxes in said county.

SEC. 6. The collector of St. Louis county shall, within ninety days after his appointment, and before entering upon the duties of his office under this act, enter into bond, payable to said corporation in such sum as said Board may require, with good and sufficient securities, to be approved by said Board, conditioned that he will faithfully and punctually collect, account for and pay over to said corporation all moneys received and collected by him under this act during his continuance in office, and that he will in all things faithfully perform all his official duties as collector under this act.

SEC. 7. If said collector shall not, within ninety days after his appointment as collector aforesaid, enter into a bond as provided in the immediately preceding section of this act, his said office of collector of said county of St. Louis shall be deemed vacant, and such vacancy shall be filled in the same manner as if he had resigned, and he shall not be eligible or re-appointed for said office for one year thereafter.

SEC. 8. The same assessment on property within the corporate limits of the city of St. Louis, which shall be made from time to time for the State and county taxes, shall be deemed and used as the lawful and proper assessment in levying and collecting the tax authorized by this act. And the payment of the taxes authorized by this act shall be enforced in the same manner and under the same rules and regulations as shall be provided by law for the enforcement of the payment of the State and county taxes in said county.

SEC. 9. The collector of said county shall perform such other duties under this act, not herein specified, as he shall be required by law to perform in relation to the collection of the State and county taxes in said county.

SEC. 10. The clerk of the County Court of St. Louis county shall perform the same duties under this act that he shall be by law required to perform in relation to the State, county, or other taxes in said county; and for his services under this act he shall be allowed and paid by said Board such compensation as said Board of Directors shall deem reasonable, just and proper.

SEC. 11. No law hereafter passed shall be deemed or construed as changing, altering or repealing the whole or any part of this act, unless this act be expressly mentioned in such law.

This act shall take effect and be in force from and after its passage.

Approved December 19, 1865.

AN ACT

Concerning the election of Directors of the Board of President and Directors of the St. Louis Public Schools.

Be it enacted by the General Assembly of the State of Missouri, as follows:

SECTION 1. Whenever the boundaries of any ward in the city of St. Louis shall be changed, the seats of the Directors of "The Board of President and Directors of the St. Louis Public Schools," elected from said ward, shall be vacated, and said

Board shall order elections for the seats so to be vacated in the manner and at the time as is now provided by law and by the rules of said Board; but the present Directors shall continue in office until their successors are elected and duly qualified.

SEC. 2. Whenever the number of wards of the city of St. Louis shall be increased beyond the number of ten, the new wards so created, beyond the number of ten, shall be entitled to the same number of Directors in the said Board as each other ward in the city of St. Louis.

SEC. 3. Hereafter no person shall be eligible to the office of Director of said Board who has not resided in said ward at least six months immediately prior to such election.

SEC. 4. This act shall take effect and be in force from and after its passage.

Approved March 13, 1867.

EXTRACTS

FROM THE STATE SCHOOL LAW AND FROM THE STATE CONSTITUTION.

PROVISIONS THAT APPLY TO THE ST. LOUIS PUBLIC SCHOOLS.

PUBLIC SCHOOL FUND.

From What Sources Derived.

SEC. 74. There is hereby created a public school fund, the annual income of which shall be applied as hereafter directed. The proceeds of all lands that have been or may be hereafter granted by the United States to this State, and not otherwise appropriated by this State or the United States, also all moneys, stocks, bonds, lands or other property now belonging to any fund for the purpose of education, (except wherein the vested rights of townships, counties, cities or towns would be infringed), also the net proceeds of the State tobacco warehouse,

and of all sales of lands and other property and effects that may accrue to the State by escheat, or for sale of estrays, or for unclaimed dividends or distributive shares of the estates of deceased persons, or from fines, penalties or forfeitures; also, any proceeds from the sales of public lands which may have been or hereafter may be paid over to this State (if Congress will consent to such appropriation); also, all other grants, gifts or devises that have been or hereafter may be made to this State, and not otherwise appropriated by the terms of the grant, gift or devise; the proceeds of which, whenever realized, shall be invested, under the supervision of the Board of Education, in bonds of the United States, the income of which, together with twenty-five per cent. of the State revenue, shall be applied annually to the support of the public schools and university provided for in this act, to be divided and apportioned as hereinafter provided.

PROTECTION OF SCHOOL PROPERTY.

Sec. 101. Every person who shall willfully injure or destroy any building used as a school-house, or for other educational purposes, or any furniture, fixtures or apparatus thereto belonging, or who shall deface, mar or disfigure any such building, furniture or fixture, by writing, painting, cutting or pasting thereon any likeness, figures, words or device, shall be fined in a sum double the value of any such buildings, furniture or apparatus so destroyed, and shall be fined in a sum not less than ten nor more than fifty dollars for each offense, for writing, painting, cutting or pasting in any such building, furniture or fixtures, any such words, figures, likeness or device, to be recovered by civil proceeding in any court of competent jurisdiction; and the punishment provided in this section to be in addition to, and not in lieu of, the punishment provided by the statute regulating crimes and punishments for such offenses. Any sub-district, township or county clerk, county superintendent or county treasurer, or other officer, who shall persistently neglect or refuse to perform any duty or duties pertaining to his office under this act, shall be regarded as guilty of a misdemeanor, and subject to a fine not less than fifty nor more than five hundred dollars, in any court of law in this State having competent jurisdiction.

APPORTIONMENT OF PUBLIC SCHOOL FUNDS.

Basis and Time of Apportionment.

SEC. 94. The State Superintendent of Public Schools shall, annually, in the month of March, apportion the public school fund applied for the benefit of public schools among the different counties, upon the enumeration and returns made to his office, and shall certify the amount so apportioned to the State Auditor, also to the county clerk of each county, stating from what sources the same is derived, which said sum the several county treasurers shall retain in their respective county treasuries from the State funds; and the county clerks shall, annually and immediately after their annual settlement with the county treasurers of their respective counties, according to the enumeration and returns in their offices, proceed to apportion the school funds for their respective counties; and no township or other district, city or town which shall have failed to make and return such enumeration, shall be entitled to receive any portion of the public school funds; and in making such distribution, each county clerk shall apportion all moneys collected on the tax duplicate of any townships, for the use of schools, to such townships; all moneys received from the State Treasurer, and all moneys on account of interest of the funds accruing from the sale of section sixteen, or other lands in lieu thereof, to the congressional townships and parts of congressional townships to which such land belonged; and all other moneys for the use of schools in the county, and not otherwise appropriated by law, to the proper township; and he shall, immediately after

EXPLANATION BY STATE SUPERINTENDENT.

SECTION 94:

(a) The apportionment in each year is based on the enumeration filed in the State Superintendent's office in November in the previous year.

(b) No part of the State, county or township school fund can be used to make up deficits in the estimates of any former year.

(c) These funds can be used only to pay teachers' wages.

(d) No part of these funds can be legally distributed to any county, township, city, town or village which has not supported a school for at least three months during the year for which the distribution is made, unless such city, town, village, etc., is newly organized.

(e) By the last clause of this section, it is apparent that the three months' school required must have been supported [during the year in which the enumeration was taken, on which the apportionment is made.

making such apportionment, enter the same into a book to be kept for that purpose, and shall furnish the township clerks, and those of cities or villages, as the case may be, each with a copy of said apportionment, and order the county treasurer to place such amount to the credit of the township, city or town entitled to receive the same: *Provided, further,* That no sub-district, city or town that shall have failed to afford the children thereof the privilege of a free school for at least three months during the year for which distribution is made, shall be entitled to any portion of the public school fund for that year.

Duties of County Clerk.

SEC. 95. The said county clerk shall collect, or cause to be collected, the fines and penalties and all other moneys for school purposes in his county, and pay the same over to the county treasurer, on account of the public school fund; and he shall inspect all accounts of interest for section sixteen and other school lands, whether the interest is paid by the State or by the debtors, and take all the proper measures to secure to each township its full amount of school funds.

COLORED SCHOOLS.

SECTION 1. The Township Boards of Education in this State, in their respective townships, and the several other Boards of Education, and the trustees and directors of schools, or other officers having authority in the premises, in each city or incorporated village, shall be and they are hereby authorized and required to establish, within their respective jurisdiction, one or more separate schools for colored children, when the whole number, by enumeration, exceeds fifteen, so as to afford them the advantages and privileges of a common school education; and all such schools so established for colored children shall be under the control and management of the Board of Education, or other school officers, who have in charge the educational interests of the other schools; but in case the average number of colored children in attendance shall be less than ten for any

SEC. 95:

These fines and penalties are to become a part of the permanent school fund, and must not be used to meet the current expenses of the year. [See Sec. 74.]

one month, it shall be the duty of said Board of Education or other school officers to discontinue said school or schools for any period not exceeding six months at any one time; and if the number of colored children shall be less than ten, the Board of Education shall reserve the money raised on the number of said colored children, and the money so reserved shall be appropriated as they may deem proper for the education of such colored children: *Provided*, That whenever, in the opinions of any Boards of Education of any township or townships, or incorporated towns, the educational interests of the colored children will be promoted thereby, then such board or boards shall be and they are hereby authorized to form one school district by the union of two or more school districts or sub-districts, or one of each, for the purpose of establishing a separate school for colored children. Any district so formed shall be under the control and management of a Board of Education to be composed of the presidents of the Boards of Education residing in such districts: *Provided*, There shall be three or more; but if the number be less than three, then the deficiency shall be made up by an election at the time that other school officers shall be elected in such districts, as provided by law. It shall be the duty of the Board of Education for any district so formed to keep up a school in such district the same number of months that other schools are required by law to be kept up in the territory included in such district, and for this purpose to rent or cause to be erected a school building in such place within such district, as shall best subserve the interest of the colored children therein, and to this end such board is hereby invested with the same authority to raise the necessary funds as is by law conferred on the Boards of Education in incorporated towns. In all other respects the terms and advantages of said schools shall be equal to others of the same grade in their respective townships, cities and villages, and the township boards may, in their respective townships, admit into the schools provided for in this section persons over twenty-one years of age. [March 1, 1869.]

PUBLIC SAFETY.

SECTION 1. All the doors for ingress and egress to and from all public school-houses and other public buildings, and also of all theatres, assembly rooms, halls, churches, factories with more than twenty employes, and all other buildings or places of public resort whatever, where people are wont to assemble, excepting school-houses and churches of one room on the ground floor, which shall hereafter be erected, together with all those heretofore erected, and which are still in use as such public buildings or places of resort, shall be so hung as to open outwardly from the audience rooms, halls or work-shops of such buildings or places: *Provided*, That said doors may be hung on double-jointed hinges, so as to open with equal ease outwardly and inwardly.

SEC. 2. Any architect, superintendent or other person or persons, or body corporate, who may have charge of the erection, or may have the control or custody of any of the said buildings or places of resort mentioned in section one of this act, who shall refuse or fail to comply with the provisions of said first section within six months from the passage of this act, in cases of said buildings or places aforesaid which have been heretofore erected, and before the completion or occupation for said purposes of any of said buildings or places now in process of erection, shall, on proof of such refusal or failure before any court of competent jurisdiction, be adjudged to be guilty of a misdemeanor, and be punished by a fine of not less than one hundred nor more than one thousand dollars, which said fine shall be collected as is now provided by law for the collection of fines in such cases, and when collected shall be paid into and become a part of the public school fund of the county or city or incorporated town in which said misdemeanor was committed. [March 9, 1872.]

CONSTITUTION AND AMENDMENT,
IN REGARD TO PUBLIC SCHOOLS.

ARTICLE IX.

EDUCATION.

SECTION 1. A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free schools for the gratuitous instruction of all persons in this State between the ages of five and twenty-one years.

SEC. 2. Separate schools may be established for children of African descent. All funds provided for the support of public schools shall be appropriated in proportion to the number of children, without regard to color.

SEC. 3. The supervision of public instruction shall be vested in a "Board of Education," whose powers and duties shall be prescribed by law. A Superintendent of Public Schools, who shall be the President of the Board, shall be elected by the qualified voters of the State. He shall possess the qualifications of a State Senator, and hold his office for the term of four years, and shall perform such duties, and receive such compensation, as may be prescribed by law. The Secretary of State and Attorney-General shall be *ex officio* members, and, with the Superintendent, compose said Board of Education.

SEC. 4. The General Assembly shall also establish and maintain a State University, with departments for instruction in teaching, in agriculture, and in natural science, as soon as the public school fund will permit.

SEC. 5. The proceeds of all lands that have been or hereafter may be granted by the United States to this State, and not otherwise appropriated by this State or the United States; also, all moneys, stocks, bonds, lands, and other property now belonging to any fund for purposes of education; also, the net proceeds of all sales of lands and other property and effects

that may accrue to the State by escheat, or from sales of estrays, or from unclaimed dividends, or distributive shares of the estates of deceased persons, or from fines, penalties and forfeitures; also, any proceeds of the sales of the public lands which may have been or hereafter may be paid over to this State (if Congress will consent to such appropriation); also, all other grants, gifts or devises that have been or hereafter may be made to this State, and not otherwise appropriated by the terms of the grant, gift or devise, shall be securely invested and sacredly preserved as a public school fund; the annual income of which fund, together with so much of the ordinary revenue of the State as may be necessary, shall be faithfully appropriated for establishing and maintaining the free schools and the university in this article provided for, and for no other uses or purposes whatsoever.

SEC. 6. No part of the public school fund shall ever be invested in the stock, or bonds, or other obligations of any State, or of any county, city, town or corporation. The stock of the Bank of the State of Missouri now held for school purposes, and all other stocks belonging to any school or university fund, shall be sold, in such manner and at such time as the General Assembly may prescribe; and the proceeds thereof, and the proceeds of the sales of any lands or other property which now belong or may hereafter belong to said school fund, may be invested in the bonds of the United States. All county school funds shall be loaned upon good and sufficient unencumbered real estate security, with personal security in addition thereon.

SEC. 7. No township or school district shall receive any portion of the public school fund, unless a free school shall have been kept therein for not less than three months during the year for which distribution thereof is made. The General Assembly shall have power to require, by law, that every child of sufficient mental and physical ability shall attend the public schools, during the period between the ages of five and eighteen years, for a term equivalent to sixteen months, unless educated by other means.

SEC. 8. In case the public school fund shall be insufficient to sustain a free school at least four months in every year in each school district in this State, the General Assembly may provide, by law, for the raising of such deficiency, by levying a tax on

all the taxable property in each county, township or school district, as they may deem proper.

SEC. 9. The General Assembly shall, as far as it can be done without infringing upon vested rights, reduce all lands, moneys and other property used or held for school purposes, in the various counties of this State, into the public school fund herein provided for, and, in making distribution of the annual income of said fund, shall take into consideration the amount of any county or city funds appropriated for common school purposes, and make such distribution as will equalize the amount appropriated for common schools throughout the State.

AMENDMENT.

Article IX of the Constitution of the State of Missouri is hereby amended by adding a new section thereto, to be numbered and known as section 10, and to read as follows :

SECTION 10. Neither the General Assembly nor any county, city, town, township, school district or other municipal corporation, shall ever make any appropriation, or pay from any public fund whatever, anything in aid of any creed, church or sectarian purpose, or to help support or sustain any school, academy, seminary, college, university, or other institution of learning controlled by any creed, church or sectarian denomination whatever; nor shall any grant or donation of personal property or real estate ever be made by [any] State, county, city, town, or such public corporation, for any creed, church or sectarian purpose whatever.

COPIES OF THE ACTS OF CONGRESS

MAKING APPROPRIATIONS OF THE VACANT LANDS IN THE
VILLAGE OF ST. LOUIS, ETC., IN THE
STATE OF MISSOURI.

AN ACT

Making further provision for settling claims to land in the Territory of Missouri.

SECTION 1. *Be it enacted, etc.,* That the rights, titles and claims to town or village lots, out-lots, common-field lots and commons in, adjoining and belonging to the several towns or villages of Portage des Sioux, St. Charles, St. Louis, St. Ferdinand, Ville-a-Robert, Carondelet, Ste. Genevieve, New Madrid, New Bourbon, Little Prairie and Arkansas, in the Territory of Missouri, which lots have been inhabited, cultivated or possessed prior to the twentieth day of December, one thousand eight hundred and three, shall be and the same are hereby confirmed to the inhabitants of the respective towns or villages aforesaid, according to their several right or rights in common thereto: *Provided,* That nothing therein contained shall be construed to affect the rights of any persons claiming the same lands, or any part thereof, whose claims have been confirmed by the Board of Commissioners for adjusting and settling claims to land in the said Territory. And it shall be the duty of the principal deputy surveyor for the said Territory, as soon as may be, to survey or cause to be surveyed and marked, (where the same has not already been done according to law), the out-boundary lines of the said several towns or villages, so as to include the out-lots, common-field lots and commons thereto respectively belonging. And he shall make out plats of the surveys, which he shall transmit to the Surveyor General, who shall forward copies of the said plats to the Commissioner of the General Land Office and the Recorder of Land Titles; the expense of surveying said out-boundary lines shall be paid by the United States out of any moneys appropriated for surveying the public

lands: *Provided*, That the whole expense shall not exceed three dollars for every mile that shall be actually surveyed and marked.

SEC. 2. That all town or village lots; out-lots or common-field lots included in such surveys, which are not rightfully owned or claimed by any private individuals, or held as commons belonging to such towns or villages, or that the President of the United States may not think proper to reserve for military purposes, shall be and the same are hereby reserved for the support of schools in the respective towns or villages aforesaid: *Provided*, That the whole quantity of land contained in the lots reserved for the support of schools in any one town or village shall not exceed one-twentieth part of the whole lands included in the general survey of such town or village.

* * * * *

Approved June 13, 1812.

AN ACT

Supplementary to an Act passed on the thirteenth day of June, one thousand eight hundred and twelve, entitled "An Act making further provision for settling the claims to land in the Territory of Missouri."

SECTION 1. *Be it enacted, etc.*, That it shall be the duty of the individual owners, or claimants, of town or village lots, out-lots and common-field lots in, adjoining, or belonging to the several towns or villages of Portage des Sioux, St. Charles, St. Louis, St. Ferdinand, Ville-a-Robert, Carondelet, Ste. Genevieve, New Madrid, New Bourbon and Little Prairie, in Missouri, and the village of Arkansas, in the Territory of Arkansas, whose lots were confirmed by the act of Congress of the thirtieth [thirteenth] of June, one thousand eight hundred and twelve, entitled "An Act making further provision for settling the claims to land in the Territory of Missouri," on the ground of inhabitation, cultivation or possession, prior to the twentieth day of December, one thousand eight hundred and three, to proceed, within eighteen months after the passage of this act, to designate their said lots, by proving before the Recorder of Land Titles for said State and Territory, the fact of such inhabitation, cultivation or possession, and the boundaries and extent

of each claim, so as to enable the Surveyor General to distinguish the private from the vacant lots appertaining to the said towns and villages.

Sec. 2. That immediately after the expiration of the said term allowed for proving such facts, it shall be the duty of the Surveyor General, within whose district such lots lie, to proceed, under the instructions of the Commissioner of the General Land Office, to survey, designate and set apart to the said towns and villages respectively, so many of the said vacant town or village lots, out-lots and common-field lots, for the support of schools in the said towns and villages respectively, as the President of the United States shall not, before that time, have reserved for military purposes, and not exceeding one-twentieth part of the whole lands included in the general survey of such towns or villages, according to the provisions of the second section of the above mentioned act of Congress; and also to survey and designate, so soon after the passage of this act as may be, the commons belonging to said towns and villages, according to their respective claims and confirmations under the said act of Congress, where the same has not been already done: *Provided*, That lots relinquished to the United States on account of damages done them by earthquakes, and in lieu of which lands have been located elsewhere, shall neither be so designated or set apart, nor taken into the estimate of the quantity to which any town or village is entitled.

Sec. 3. That the Recorder shall issue a certificate of confirmation for each claim confirmed, and shall receive for the services required of him by this act the sum of one dollar for each lot so proved to have been inhabited, cultivated and possessed, to be paid by the respective claimants; and so soon as the said term shall have expired, he shall furnish the Surveyor General with a list of the lots so proved to have been inhabited, cultivated or possessed, to serve as his guide in distinguishing them from the vacant lots to be set apart as above described, and shall transmit a copy of such list to the Commissioner of the General Land Office.

* * * * *

Approved May 26, 1824.

AN ACT

Further supplemental to the act entitled "An Act making further provisions for settling the claims to land in the Territory of Missouri," passed the thirteenth day of June, one thousand eight hundred and twelve.

SECTION 1. *Be it enacted, etc.,* That the United States do hereby relinquish to the inhabitants of the several towns or villages of Portage des Sioux, St. Charles, St. Louis, St. Ferdinand, Ville-a-Robert, Carondelet, Ste. Genevieve, New Madrid, New Bourbon and Little Prairie, in the State of Missouri, all the right, title and interest of the United States in and to the town or village lots, out-lots, common-field lots and commons in, adjoining and belonging to the said towns or villages, confirmed to them respectively by the first section of the act of Congress, entitled "An Act making further provisions for settling the claims to land in the Territory of Missouri," passed the thirteenth day of June, one thousand eight hundred and twelve, to be held by the inhabitants of said towns and villages, in full property, according to their several rights therein, to be regulated or disposed of for the use of the inhabitants, according to the laws of the State of Missouri.

SEC. 2. *And be it further enacted,* That the United States do hereby relinquish all their right, title and interest in and to the town and village lots, out-lots and common-field lots in the State of Missouri, reserved for the support of schools in the respective towns and villages aforesaid by the second section of the above recited act of Congress; and that the same shall be sold or disposed of, or regulated for the same purposes, in such manner as may be directed by the Legislature of said State.

Approved January 27, 1831.

RULES

FOR THE GOVERNMENT OF THE BOARD OF PRESIDENT AND DIRECTORS OF THE ST. LOUIS PUBLIC SCHOOLS.

SESSIONS OF THE BOARD AND RULES OF ORDER.

RULE 1. The stated sessions of the Board shall be held at the office of the Corporation, on the second Tuesday in each and every month, commencing at eight o'clock P. M., from the first of April till the first of October, and at seven and a half o'clock P. M. the remainder of the year.

RULE 2. The President, or any three members of the Board, may call special sessions by giving three days' notice in writing to the other members of the Board, and stating the object of said call; but no business other than the special business for which it has been called shall be transacted at such session.

RULE 3. At all sessions of the Board a majority of the whole number elected shall constitute a quorum to do business, but any smaller number may adjourn from day to day, and compel the attendance of absent members. (See Charter, Sec. 6.)

RULE 4. The President, upon taking the chair, shall call the members to order, on the appearance of a quorum. The order of business of every session, except when otherwise specially directed, shall be as follows:

1. Reading of record of last session.
2. Reading of letters and communications.
3. Reports from Secretary, Treasurer, Attorney, Superintendent and Bailiff.
4. Reports from standing committees.
5. Reports from special committees.
6. Unfinished business.
7. New business.

RULE 5. All special committees shall be called upon for report by the President whenever their report is due, and any special committee failing to report at such time, or in the next two sessions following thereafter, shall be considered discharged, unless extension of time is granted.

RULE 6. No person, other than a member or officer of the Board shall, unless by permission, be allowed to make any communication to the Board, except in writing, and such permission must be unanimous.

RULE 7. No motion shall be subject to debate until it has been seconded and stated by the Chair. It shall be reduced to writing at the request of any member of the Board.

RULE 8. When a question is before the Board, no motion shall be received, except to adjourn, to lay on the table, to close the debate, to refer, to postpone indefinitely, to postpone to a certain time, or to amend; and the motions shall take precedence in the order above named; the first, second and third shall be decided without debate, and the second and third by a two-thirds vote. Any member may call for a division of the question, when the same admits of it.

RULE 9. When the Board has decided to close the debate, the vote shall be taken first on the amendments that may be pending, and next also on the main question.

RULE 10. The President shall decide all questions of order, subject to an appeal to the Board by any member. In case of appeal, the question shall be: *Shall the decision of the Chair be sustained?* and, until it is decided, all debate upon the pending question shall be suspended.

RULE 11. The reconsideration of a vote may be moved at the same session at which the vote was taken by any member who voted with the majority, but such motion shall be decided at that or the next regular session, and a matter once finally decided shall not be revived within a period of three months, unless by the unanimous consent of the Board.

RULE 12. Every member present shall vote on all questions, unless excused by the Board.

RULE 13. The yeas and nays shall be called and entered on the record whenever demanded by two members of the Board,

and every member shall have the privilege of having his vote and reasons therefor recorded on any and every question, if he so desire.

RULE 14. No member shall be allowed to give his vote on any question after the result has been announced by the Chair, unless by unanimous consent; but any member may, after the announcement of the result of a vote by the Chair, and before the statement of a new question, call for a division.

RULE 15. When a member is about to speak on any question, he shall arise and address himself to the President, confine himself strictly to the point in debate, and avoid personalities.

RULE 16. No member shall speak more than five minutes at any one time on any motion under discussion, nor more than *once* until all other members choosing to speak shall have spoken, nor more than *twice* to the same question without consent of the Board.

RULE 17. No member shall be interrupted whilst speaking, unless by a call to order. If a member be called to order, he shall immediately take his seat until the point is decided by the Chair.

RULE 18. No member shall leave the Board before the close of the session without permission of the President.

RULE 19. None of the foregoing rules shall be repealed or altered unless a majority of all the directors vote for the repeal or alteration, nor unless upon motion made in writing for that purpose at the previous session of the Board.

RULES

FOR THE GOVERNMENT OF THE BOARD OF PRESIDENT AND DIRECTORS OF THE ST. LOUIS PUBLIC SCHOOLS.

ELECTION OF DIRECTORS.

RULE 1. All general elections for Directors of the St. Louis Public Schools shall be held in the respective wards at the same time as the general city election for Councilmen in said wards, and at such place or places as the board may direct.

RULE 2. Said elections shall be conducted by two Judges and one Clerk for each poll at which said elections are to be held, to be appointed by the Board. The certificates of the Judges of the election, signed by them and attested by the Clerk, showing the full return of all votes polled at such election, and for whom given, shall constitute the credentials of the person having the largest number of votes so returned, and shall entitle him to his seat as hereinafter provided—the Board reserving the right to declare null and void any election, in either ward, which it may deem illegal.

RULE 3. It shall be the duty of the Secretary, in all elections, to furnish to the Judges and Clerk at each of the respective polls a printed form of certificates of return; a box for holding the ballots, and a book with the names of the registered voters; and upon receiving the returns of elections, to preserve the same until the next session of the Board thereafter, and deliver them sealed to the President. Whenever any vacancy shall occur, he shall notify the Board at its first session thereafter, who shall thereupon order a special election to be held, and notice thereof to be published in two or more of the leading newspapers of the city, for at least one week prior to the day on which such election is to be held: *Provided always, That no*

special election shall be held if such vacancy occur within ninety days prior to the general election.

RULE 4. It shall be the duty of the Judges and Clerk to fill said form of certificates of returns with the names of the candidates, and the number of votes each received; the votes shall be recorded in the book furnished, and numbered—a corresponding number being set opposite the name of each voter, in the same manner as prescribed by the present law regulating elections in St. Louis county. They shall sign and seal the same, and deliver them to the Secretary, for which service each Judge and Clerk shall receive the sum of five dollars.

RULE 5. The returns being delivered to the President as herein before provided, he shall open and read them to the Board, and shall ask of each person elected the following questions, which must be answered under oath, in the affirmative:

First—Are you a citizen of the United States, and twenty-one years of age?

Second—Have you paid a city tax?

Third—Have you resided in the ward from which you were elected for six months next preceding your election?

And the following, which must be answered in the negative, in like manner:

First—Are you a member of the Board of Common Council, or do you hold any office under the City of St. Louis, to which you were either elected or appointed?

Second—Are you, directly or indirectly, indebted to the "Board of President and Directors of the St. Louis Public Schools?"

Third—Are you, directly or indirectly, interested in any real property which is leased of the Public Schools, or that is claimed by them?

Fourth—Are you, directly or indirectly, interested in any claim held adverse to the title of the Public Schools to any of the lands allotted to them or set apart for their use, or to any property which is claimed by them?

All of which being answered to the satisfaction of the Board, as ascertained by direct vote thereof, the person so answering shall take the following oath, and be deemed and declared duly elected and qualified as Director, and shall take his seat as member of the Board:

STATE OF MISSOURI, }
County of St. Louis, } ss.

I solemnly swear (or *affirm*) that I will support the Constitution and Laws of the United States and of the State of Missouri, and the Rules and Regulations of the "Board of President and Directors of the St. Louis Public Schools," and that I will faithfully demean myself in office as School Director, to the best of my knowledge and ability, so help me God.

Subscribed and sworn to before me, }
this _____ day of _____, 18—. }

[SEAL.]

OFFICERS OF THE BOARD.

RULE 6. The Board shall, at its first regular session in May, or as soon thereafter as may be, in each year, elect a President and Vice-President from their own number, and a Secretary, Treasurer, Attorney, Superintendent, Bailiff and Architect, who shall hold their respective offices for one year, and until their successors are duly elected and qualified, unless sooner removed by the Board. The election of the officers of the Board here named shall be by ballot, and a majority of all the votes cast shall be necessary to elect. No election of officers shall be held except at a regular session or adjourned session held for that purpose.

DUTIES OF PRESIDENT.

RULE 7. It shall be the duty of the President to preside at all sessions of the Board; preserve order; enforce the rules; sign all bonds, notes, agreements, deeds or leases, ordered to be executed by the Board; sign all warrants drawn on the Treasurer; appoint all standing committees and all special committees, when not otherwise provided for. The President shall also be the custodian of the bonds of all the officers.

DUTIES OF VICE-PRESIDENT.

RULE 8. In case of the resignation, absence, or other cause of disability of the President, the Vice-President shall do and perform all the duties of the President. In case of absence or disability of both the President and Vice-President, the President *pro tempore* shall do and perform all the duties of the President.

DUTIES OF SECRETARY.

RULE 9. It shall be the duty of the Secretary (in addition to the duties defined in Rule 3) to record the proceedings of the

Board in a book kept for that purpose, and to index the same. This index shall contain among its captions also the following headings:

1. *Resolutions*, giving current number, object, date and page of record.
2. *Reports*, with separate headings for each standing committee and each officer, and one heading for special committees jointly, giving current number, object, date and page of record.
3. *Rules*, giving current number, object, date and page of record.
4. *Contracts*, giving current number, subject, date and page of record.

RULE 10. The Secretary shall attest all public acts of the President; affix thereto, when necessary, the seal of the corporation, and prepare notices to be served on the members, in due time, of all regular and special sessions of the board and the committees thereof.

RULE 11. He shall present to the chairman of each committee a statement of the business, and all applications, resolutions and propositions referred to the same, with such books, plats and documents in possession of the Board as the respective committees may from time to time direct.

RULE 12. He shall take into his possession all deeds, books, letters and other papers belonging to the Corporation, and keep the same in good order, subject at all times to the order of the Board, or the examination of any member thereof; and shall lay before the Board, at each meeting, all letters or other documents left with or directed to him for that purpose. He shall keep the books and accounts of the Public Schools in the manner designated by the board.

RULE 13. The Secretary shall keep a regular docket, and place upon the same all reports due at certain periods, pursuant to the rules or resolutions of the Board. He shall likewise place upon the docket all resolutions, reports, applications and communications which are referred to committees or officers, whether such reference is made with or without instruction for reporting an opinion, for action, or with power to act, and he shall keep all such matters referred upon the docket until the

same are disposed of by report and action of the Board, or by default.

RULE 14. He shall make out all accounts for moneys due this Corporation, and deliver and charge the same to the Bailiff, and furnish to the Board, at each regular meeting, a statement of receipts and expenditures. He shall pay over to the Treasurer, at least once in each week, all moneys collected or received by him for the Board. He shall, at the end of each fiscal year, make out a report of the financial condition of the Board, together with a statement of the lands in its possession, whether held in fee simple or under lease; how disposed of, either by leasing or for school-house sites; the quantity of land unleased, and where located.

RULE 15. It shall be the duty of the Secretary to possess himself of the necessary knowledge in relation to the real estate owned by this Board, as to its location, condition and value; and he shall possess himself of such other information as may be useful to the Board, or to any person having business with the Corporation. He shall keep the plats of all the real estate of the Public Schools, representing upon these plats the actual condition of the real estate. He shall also keep a complete register of such real estate, in book form, giving the full description and designation of all lots and parcels of land, with the date and amount of the last valuation placed upon the same, stating the names of lessees where property is leased, or of schools and buildings where so occupied.

RULE 16. The Secretary shall receive and register, for the inspection and examination of the Auditing Committee, all accounts and bills presented against the Board; and in this register of bills he shall, for each bill, refer to the proper record, authority or rule upon which such bill is based, giving in every instance date, page and time of record, or page and number of rules. He shall also report to the Board upon the condition of all accounts, books, plats and indexes, at the regular session next preceding the session at which the report of the quarterly examination by the Auditing Committee is due.

RULE 17. It shall be the duty of the Secretary to give the necessary information to all parties desirous of purchasing or leasing lots; and he shall negotiate with such parties according to the instructions of the Committee on Lands and Claims, or

the Committee on Leases, and report to the respective committee the result of his negotiations. He shall keep a complete lease record posted up to date, and shall report at each regular session of the Board what leases, if any, have expired since the last regular session; and if none have expired, he shall report this fact. He shall also report whether the leases and renewals of leases granted have been executed by the parties, and he shall continue to report all such unexecuted leases at each session, until the same are either executed or revoked by the Board. No lease or renewal of lease shall be delivered by the Secretary unless the same shall have been first reported by him to the Board, by giving the name of lessees, description of property, condition, period of lease, and the price agreed upon.

RULE 18. He shall devote himself exclusively to the business of his office.

RULE 19. He shall give security, in the sum of fifty thousand dollars, for the faithful discharge of his duties.

DUTIES OF TREASURER.

RULE 20. It shall be the duty of the Treasurer to receive and keep the money and money obligations of this Corporation, and pay out the money upon warrants drawn by the President and countersigned by the Secretary, and not otherwise.

RULE 21. He shall keep a correct and comprehensive account of all moneys by him received and disbursed, in a book to be kept by him for that purpose, subject to the inspection of any member of the Board; he shall render a statement to the Secretary monthly, and oftener if required.

RULE 22. He shall give bond, in the sum of two hundred thousand dollars, for the faithful performance of his duties, with such security as shall be approved by the Board.

DUTIES OF ATTORNEY.

RULE 23. It shall be the duty of the Attorney to take charge of the legal business of the Board in all the Courts of the State and of the United States (his expenses and extra compensation being allowed by the Board when he is required to go out of the county of St. Louis), and to make a report to the Board semi-annually, on the second Tuesdays of April and October, of the state of their business in the courts; and he shall enumerate in such report all undecided claims of the Board, and also report

the disposal of such as had been acted upon during the last half year. He shall attend the sessions of the Board, and give his written opinion on all legal questions referred to him by the Board or by standing committees; draw all legal instruments, leases and other conveyances of the Board, and pay all moneys collected by him for the board, to the Secretary of the Board.

RULE 24. He shall give security, in the sum of ten thousand dollars, for the faithful discharge of his duties.

DUTIES OF SUPERINTENDENT.

RULE 25. The Superintendent shall devote himself exclusively to the duties of his office.

RULE 26. He shall exercise a general supervision over the Public Schools of the city, and to this end shall visit them, examine into their condition and progress, and see that all the rules prescribed for their government are faithfully observed.

RULE 27. He shall inform himself regarding the progress of instruction and discipline in schools in other places, and from time to time suggest appropriate means for the advancement of the Public Schools in this city.

RULE 28. He shall report in writing, at the end of every quarter, or whenever required by the Board, giving a detailed statement of the condition and prospects of the schools, and recommending such measures for their improvement as he may deem advisable. In the month of October the Superintendent shall report an estimate of the probable increase of pupils for whom seats should be provided before the month of September of the ensuing year, specifying as nearly as may be the localities in which the school accommodations are inadequate to the wants of the community. He shall make his annual report on or before the first meeting in December following the close of the scholastic year.

RULE 29. In the event of the building or altering of school-houses, he shall communicate to the Board such information on the subject as he may possess, and shall suggest such plans for the same as he may consider most economical and best for the health and convenience of the teachers and pupils.

RULE 30. He shall make investigation as to the condition and number of the children in the city who are not receiving

the benefits of education, and shall endeavor to ascertain the reasons, and suggest the remedies.

RULE 31. He shall attend all sessions of the Board, and, when requested, those of the standing committees.

RULE 32. He shall be present at the office of the Board every day between the hours of twelve and one o'clock, to attend to such office business as pertains to his department.

RULE 33. He shall prepare the forms for the necessary school registers, books of record, and blanks for the use of teachers.

RULE 34. He shall supervise and certify to the semi-quarterly pay-rolls of the teachers, as returned by the principals of the several schools, and shall assist the Secretary in paying the same.

RULE 35. The Assistant Superintendents, one of whom shall be proficient in German, shall aid the Superintendent in performing the work devolving upon him by the rules and regulations of the Board, and they shall, further, occupy their whole time during the sessions of the schools in visiting the various departments of the same, except when required by the Superintendent to assist him in the performance of other duties. They shall, further, report to the Superintendent, weekly, or oftener, in writing, giving the details of their observations in the schools, and recommending such measures as they deem conducive to the interests of the same.

DUTIES OF BAILIFF.

RULE 36. It shall be the duty of the Bailiff to take charge of and protect the real estate held by the Board from any trespass, wrong or injury; to prevent any person from taking possession of said real estate without the permission of the Board; to inform the Board from time to time when any person shall be in the adverse possession of any of said real estate, and order such person away from the same.

RULE 37. He shall exercise a general supervision over the tenants of the Board, collect all bills placed in his hands by the Secretary, and report the names of all delinquents at the first regular session thereafter, and shall continue to report the same until all delinquents have paid up, or are released by the Board, or otherwise disposed of. All rents and other moneys

collected or received by said Bailiff shall be paid to the Secretary of the Board, as soon as practicable after receiving or collecting the same.

RULE 38. He shall superintend the repairing of school-houses, under the direction of the Building Committee, and shall have general supervision over the janitors of the several school-houses, under the direction of the Committee on Janitors.

RULE 39. After the close of each scholastic year, the Bailiff shall take an inventory of all furniture and effects in the different schools, and report the same at the next session of the Board, together with an estimate of its value and a statement of its condition, its increase or loss as compared with the last year's inventory and estimate.

RULE 40. He shall attend to any other business or order of the Board which is not required to be attended to by any other officer thereof, except as herein otherwise provided. He shall keep a conveyance for the efficient performance of his duties.

RULE 41. He shall be present at the office of the Board every day from 11 o'clock A. M. to 1 o'clock P. M.

RULE 42. No act, contract, transaction or proceeding of said Bailiff, except his receipt for rent, shall bind the Board or injure or prejudice any right, title or interest of, in or to any property held by the Board.

RULE 43. Said Bailiff shall give bond, payable to this Corporation, with such security as shall be approved by the Board, in the sum of ten thousand dollars, conditioned that he will deliver to and pay over to this Corporation and account for all money, books, papers, maps, evidences of debt, and other property and effects of this Board that may come into his possession or control, and that he will in all things faithfully discharge his duties as such Bailiff.

DUTIES AND COMPENSATION OF ARCHITECT.

RULE 44. It shall be the duty of the Architect to draft plans, specifications and contracts for all buildings and improvements ordered by the Board, and to furnish the Chairman of the Building Committee copies of such plans, specifications and contracts in each case. He shall superintend the construction of all buildings and improvements ordered by the Board, from their inception to their final completion. He shall turn over, at the

termination of his office, the superintendence of all buildings and improvements then in process of erection or construction to his successor in office, and shall deliver all duplicate plans, specifications and contracts to the chairman of the Building Committee, without delay.

RULE 45. For the faithful performance of his duties as above specified, he shall give bond, in the sum of ten thousand dollars, with securities approved by the Board.

RULE 46. The compensation of the Architect shall be three and one-half per centum upon the aggregate cost of the completion of buildings and improvements for the erection of which he has drafted plans, specifications and contracts, and which were begun and completed under his supervision. If only part of the above work is or shall be done by order of the Board, his compensation shall be *pro rata*, such *pro rata* to be in accordance with payments earned and due the contractor. For all other work, if any, that is or should be done by him by order of the Board, his compensation shall be determined by the Building Committee. The compensation to be paid to the Architect shall be considered due and payable at the following times and in the following proportions: One-half of three and one-half per centum as soon as all drawings are completed and duplicates are delivered, and the corresponding contract with the builder is made; the remaining one-half of said commission in proportion to and at the times of payments made of the different instalments under the contract to the builder.

COMMITTEES AND THEIR DUTIES.

RULE 47. The President shall appoint, at the regular session in May, or as soon thereafter as may be, the following standing committees, of each of which he shall be a member *ex-officio*, viz :

1. Auditing Committee, consisting of three members.
2. Teachers Committee, consisting of six members.
3. Committee on Lands and Claims, consisting of six members.
4. Committee on Leases, consisting of six members.
5. Committee on Publication and Supplies, consisting of three members.
6. Committee on Course of Study, Text Books and Apparatus, consisting of six members.

7. Building Committee, consisting of six members.
8. Committee on Janitors, consisting of three members.
9. Committee on Ways and Means, consisting of three members.
10. Committee on Salaries, consisting of three members.
11. Library Committee, consisting of five members.
12. Committee on Rules and Regulations, consisting of three members.

RULE 48. The Teachers Committee, Committee on Lands and Claims, Committee on Leases, Committee on Course of Study, Text Books and Apparatus, and Building Committee, shall consist of one member from each district, the districts to be composed as follows: The First and Second Wards shall constitute the First District; the Third and Fourth Wards, the Second; the Fifth and Sixth Wards, the Third; the Seventh and Eighth Wards, the Fourth; the Ninth and Tenth Wards, the Fifth; the Eleventh and Twelfth Wards, the Sixth District. Four members of any one of said committees shall constitute a quorum for the transaction of business. The Library Committee shall consist of five members of the Board besides the President, and the same shall be *ex-officio* members of the Board of Managers of the Public School Library.

RULE 49. Every standing committee of the Board shall keep a record of its proceedings; and no report purporting to be the regular action of the committee shall be presented to the Board unless acted upon and signed by a majority of the committee.

AUDITING COMMITTEE.

RULE 50. It shall be the duty of the Auditing Committee to examine monthly, and oftener if required, every bill or claim presented to the Board for payment; to examine the Treasurer's and Secretary's books and accounts, and report thereon at the first regular sessions in January, April, July and October, and oftener if required; and no claim of any amount for money due from the Board is to be paid or settled until the same has been examined by them and submitted to the Board for its action thereon; and no officer connected with this Board shall pay any money (or sign any check, warrant or bond in lieu thereof) on any demand until it has been approved as above stated; but this section shall not extend to contracts expressly made by

the board, nor to salaries, nor to bills amounting to less than one hundred dollars ordered by the Building Committee for repairs, nor to bills of ten dollars and under, which are to be paid out of the contingent fund ; but all bills paid on account of contracts, salaries, and from the contingent fund, shall be placed monthly before the Auditing Committee and examined by the same, and reported on at the next regular session of the Board. All certificates of committees on bills originating in contracts shall designate the contract under which they originate, and refer to the date of record on which the same was approved by the Board.

RULE 51.—1. All bills which are presented for auditing or payment to committees or officers of the Board, must be attached to a printed blank, which shall contain on the inside the date of presentation, name of the party to whom payment is due, designation of merchandise or the kind of service rendered, the amount due, in numbers and words, the certificate of correctness of the proper authority, and a blank receipt, to be filled out and signed upon payment. The outside of each blank shall be appropriately headed as "St. Louis Public School Voucher," with the proper blank place marked for the year, the number of the voucher, the name of the receiver, the amount, and the signature of the Auditing Committee.

2. All the bills presented for auditing shall be countersigned by the proper committee or authority which gave the order for the same.

3. All bills audited shall be countersigned and marked with the current number by the Auditing Committee, commencing each year with No. 1.

4. Separate bills shall be rendered for the furniture, repairs, and current expenses for each school.

TEACHERS COMMITTEE.

RULE 52. The Teachers Committee shall have supervision of the examination of all applicants for situations as teachers, and keep a book of record of the same for the inspection of the Board.

RULE 53. They shall adopt such rules in regard to the examination of teachers as they may deem proper.

RULE 54. They shall, in connection with the Superintendent,

make nominations to fill new situations whenever they occur, subject to the approval of the Board.

RULE 55. They shall have the power to transfer teachers, to suspend them, and to make temporary appointments in case of vacancies occurring; but such action shall be reported to the Board for its final decision.

RULE 56. They shall visit the Normal School as often as practicable, note the methods of discipline and instruction and the progress of the students, and report, at the close of the second and fourth quarters, the members recommended for graduation. They shall cause the withdrawal from the Normal School of all pupils who do not, after a reasonable trial, manifest such qualities as will render them successful teachers.

RULE 57. They shall visit the High School as often as practicable, examine into the discipline and mode of instruction of each teacher, note the progress made by the several classes, and report to the Board at the end of the year the names of the pupils recommended for graduation.

RULE 58. They shall, in connection with the Superintendent, take charge of the O'Fallon Polytechnic Institute and the evening schools, and recommend suitable teachers for the same. They shall visit said Institute and schools as often as practicable, and report to the Board from time to time the registration of pupils, the character of attendance, and such other information as may furnish the Board with a correct view of the condition and usefulness of the same.

RULE 59. They shall nominate to the Board, in June, two Assistant Superintendents, one of whom shall be a proficient in the German language.

COMMITTEE ON LANDS AND CLAIMS.

RULE 60. It shall be the duty of the Committee on Lands and Claims to consider and report on all claims to real estate in which the Board is interested, and such other matters pertaining to lands and claims as may be referred to said committee.

COMMITTEE ON LEASES.

RULE 61. The Committee on Leases shall have a general supervision over all the lands belonging to the Board, and all matters relating to the leasing of property shall be referred to

them, and it shall be their duty to report thereon as soon as practicable.

RULE 62. It shall be the duty of this committee every year, in the month of March, or oftener if found necessary, to place a minimum value upon all the unleased land which is in the actual possession of the Board, and to file a list thereof in the office of the Secretary.

COMMITTEE ON PUBLICATION AND SUPPLIES.

RULE 63. It shall be the duty of the Committee on Publication and Supplies to exercise a general supervision over the purchase, distribution and consumption of the supplies used in the schools.

RULE 64. It shall be their duty to advertise for proposals for furnishing the various supplies in the month of July of each year; and all contracts shall be reported to the Board for approval.

RULE 65. It shall be their duty to supervise the printing of all reports, forms, blanks, etc., required by the various departments of the schools under the Board, to secure bids for such work, and to make contracts for the same, under the sanction of the Board.

COMMITTEE ON COURSE OF STUDY, TEXT-BOOKS, AND APPARATUS.

RULE 66. The Committee on Course of Study, Text-books and Apparatus shall have, in connection with the Superintendent, the general direction of the course of study, and the selection of the text-books and apparatus to be used in the Public Schools, subject always to the sanction of the Board. Any change proposed in the course of study, or any proposition for the introduction of a new text-book, shall be referred to this committee for consideration and report.

BUILDING COMMITTEE.

RULE 67. It shall be the duty of the Building Committee to take charge of all buildings, and whenever any new building is wanted, to suggest the best plan and mode therefor; to have charge of all buildings during their erection, and generally to study the most economical as well as the most commodious changes that may be necessary for the comfort and welfare of all the schools under their jurisdiction. The committee shall report,

at the first session in the month of November, such plans for the erection or enlargement of schools as in accordance with the report of the Superintendent they may deem necessary in order to meet the increased demand for school room by the month of September of the next scholastic year.

RULE 68. They shall, in the months of July and December, and oftener if required, examine into the state of the buildings belonging to this Board, and report what fixtures, painting, repairs and alterations may be required, and furnish an estimate of the cost of the same; and no repairs, the cost of which exceeds one hundred dollars, shall be allowed without the sanction of said committee and the order of the Board.

COMMITTEE ON JANITORS.

RULE 69. It shall be the duty of the Committee on Janitors, in conjunction with the Bailiff, to make all necessary arrangements for the care of the school buildings and premises, and to appoint all Janitors and Engineers in the employ of the Board, or to dismiss the same when in their opinion the interest of the Board requires it. They shall have power and authority to regulate, alter, and prescribe the duties of the several Janitors and Engineers in the employ of the Board.

RULE 70. It shall be the duty of this committee to inspect as often as practicable the several school-houses, and note their condition in respect to cleanliness, ventilation, heating, and general sanitary regulations, and to recommend to the Board from time to time such measures as they deem conducive to the welfare of the schools.

COMMITTEE OF WAYS AND MEANS.

RULE 71. It shall be the duty of the Committee of Ways and Means to report to the Board at the beginning of each fiscal year the receipts and expenditures of the past year, together with an itemed estimate of the probable receipts and expenditures of the current year.

RULE 72. They shall, in connection with the President, under the direction of the Board, make such loans as may be necessary to meet the current expenses or maturing obligations of the Board, and shall from time to time report on its financial condition.

RULE 73. They shall, from time to time, examine the books

of the Board, and report such change of system in the keeping of the accounts and records as they may deem advisable.

COMMITTEE ON SALARIES.

RULE 74. It shall be the duty of the Committee on Salaries to consider and report upon all matters relating to salaries of officers and janitors which may be referred to them, and to act with the Teachers Committee as a Joint Committee on the subject of the salaries of teachers.

LIBRARY COMMITTEE.

RULE 75. It shall be the duty of the Library Committee to represent the Board in the Board of Managers of the Public School Library, and to report their transactions and recommendations. They shall take into consideration all matters pertaining to the Library, and devise means for increasing the usefulness of the same in the schools and in the community at large, and report the same to the Board quarterly.

COMMITTEE ON RULES AND REGULATIONS.

RULE 76. It shall be the duty of the Committee on Rules and Regulations to consider and report on all matters pertaining to the change or alteration of the rules for the government of the board or of the schools under their charge; and all propositions made with a view to the amendment of the rules, or to the introductions of new regulations, shall be referred to this committee for report.

RULE 77. They shall from time to time, whenever the rules are to be published in the Annual Report, prepare such revisions and modifications of the rules and regulations as they find necessary for the proper codification of the same, and submit them to the board for action.

MISCELLANEOUS.

RULE 78. The nine members of the Board of Managers of the Public School Library, to be chosen annually by the Board of Public Schools, shall consist of the six members constituting the Library Committee, the Superintendent, the Principal of the High School, and the Principal of the Normal School.

RULE 79. The Principal of the Normal, High, and Branch High Schools, together with the Superintendent and the Assistant Superintendents, shall constitute a Committee of Examiners

of which the Superintendent shall be Chairman *ex officio*. It shall be the duty of this committee to examine all applicants for situations as teachers in the schools, and to keep a record of all such examinations, and to report the results of the same to the Teachers Committee, in accordance with such regulations as that committee may prescribe.

RULE 80. All officers of the Board, at the expiration of their term of service; or on being removed, shall respectively deliver over to their successors in office all books, papers, and money that may be in their hands belonging to this Corporation.

RULE 81. The non-attendance of any member for two consecutive regular sessions, of which the usual notice has been served upon him, may be construed by the Board as a resignation of his seat, unless he is prevented from attending by sickness, or absence from the city, or for a reason satisfactory to the Board; and a new election shall be ordered as in cases of resignation.

RULE 82. All resolutions and orders of the Board contrary to, or inconsistent with, any of the foregoing Rules, are hereby repealed.

RULE 83. None of the foregoing Rules shall be repealed or altered unless two-thirds of all the Directors vote for the repeal or alteration; nor unless upon motion made in writing for that purpose, at the previous meeting of the Board.

Rules and Regulations

FOR THE GOVERNMENT OF THE ST. LOUIS PUBLIC SCHOOLS.

Section. I. — Course of Study.

RULE 1. In the schools under the control of the Board there shall be four courses of study:

1. The Normal School course.
2. The High School course.
3. The District School course.
4. The O'Fallon Polytechnic Institute.

RULE 2. The course of study for the Normal School shall cover a period of two years, and be divided into four classes,

each occupying half a year, as at present arranged, subject to modification from time to time, as the Board shall direct.

It shall embrace the following studies, including the modes of teaching the same in each case: Arithmetic, Geography, English Grammar, Latin, Reading and Elocution, Composition, Vocal Music, Drawing and Penmanship, Human Anatomy and Physiology, Constitution of the United States, Algebra, History, Geometry, Mental Philosophy, Natural Philosophy, English Literature, Theory and Art of Teaching.

RULE 3. The High School course of study shall cover a period of four years, and shall constitute a general and classical course, as at present, arranged, subject to such modifications as the Board shall direct.

It shall embrace the following studies:

Algebra, English Analysis, Physical Geography, Latin, Drawing, Geometry, Greek, Physiology, Ancient Geography, Astronomy, Universal History, English Literature, Constitution of the United States, Vocal Music, Rhetorical Exercises, and allowing a substitution, in the general course, of Natural Philosophy, Chemistry, Book-keeping, Trigonometry, Botany, Zoology, History of Art, Astronomy, French, German, Analytical Geometry and Calculus, Mental and Moral Philosophy, for a corresponding number of studies in the first list.

RULE 4. The District School course of study shall be divided into seven grades, each grade including an average year's work, as nearly as may be, and the whole to constitute a thorough course in the following branches: Reading, Spelling, Writing, Vocal Music, Geography, Mental and Written Arithmetic, English Grammar, History and Constitution of the United States, Composition, and outlines of Physics and Natural History.

RULE 5. The O'Fallon Polytechnic Institute shall include, first, an elementary course in the ordinary branches—Reading, Writing, Spelling, Arithmetic and Geography—conducted in such schools as the Board shall establish from year to year, for the benefit of such of the industrial population of the city as have no facilities for availing themselves of the day schools; secondly, a higher course, including the following studies: Line Drawing, Higher Arithmetic, Algebra, Geometry, Chemistry, Natural Philosophy, English Grammar, and such other branches

of technological instruction as may be required by a sufficient number of pupils to form a class.

Section II.—Classes of Schools.

RULE 6. The Normal School course shall be conducted in a separate school, established for the training of teachers for the St. Louis Public Schools.

RULE 7. The High School course shall be conducted in the High School and such Branch High Schools as the Board shall from time to time establish for the purpose of providing additional room and accommodating such pupils as reside in the extreme parts of the city. Said Branch High Schools shall relieve the High School of the whole or such portions of the lower class or classes as shall from time to time be rendered necessary by the growth of the department.

RULE 8. The District Schools shall be divided into six classes, as follows:

First-class schools to include the Benton, Blow, Carr Lane, Carroll, Clay, Clinton, Douglas, Eliot, Everett, Franklin, Laclede, Lafayette, Lincoln, Lyon, Madison, O'Fallon, Stoddard, Washington, Webster, and such others as the Board shall add from time to time, when the number of pupils in the first grade of the course of study shall seem to require it. All first-class schools shall admit pupils belonging to any one of the seven grades of the course of study.

Second-class schools to include the Humboldt, Jefferson, Carondelet, Irving, New Webster, and other twelve-room schools to which first-grade pupils are not admitted.

Third-class schools to include the Carr, Charless, Chouteau, Eads, Gamble, Jackson, Pestalozzi, New Webster No. 3, and such other eight-room schools as the Board shall open from time to time. Pupils above the third grade shall not be admitted to this class of schools.

Fourth-class schools to include the Penrose, Jefferson Branch, Clark, and such other six-room schools as the Board shall establish. Pupils above the fourth grade shall not be admitted to this class of schools.

Fifth-class schools to include the Dedier, Gravois, Hamilton, Compton, Shepard, Maramec, No. 4, No. 2, No. 1, and other four-room schools wherever established. Pupils above the fourth grade shall not be admitted to this class of schools.

Sixth-class schools to include those which have less than two hundred pupils.

Section III.—Corps of Teachers to each School.

RULE 9. In the assignment of teachers there shall be an average of at least one assistant for each twenty pupils in the Normal School, one assistant to each thirty in the High School, one assistant to each forty-eight pupils in the first, second and third grades, and one to each sixty pupils in the fourth, fifth, sixth and seventh grades of the District School course. In each case enumerated there shall be allowed an additional assistant in case of an additional number of pupils greater than one-half of the proper quota defined in this rule.

RULE 10. The organization of each first-class school shall be as follows:

One Principal,	}	Grammar Department.
One Head Assistant,		
One First Assistant,		
One Second Assistant,		
One Second Assistant,	}	Primary Department.
One First Assistant,		

A sufficient number of Third Assistants to make up the corps in accordance with the regulation as to the number of pupils to each teacher. The organization of each second-class school shall be the same, with the omission of Head Assistant.

RULE 11. The organization of each third-class school shall be:

One Principal.
 One First Assistant.
 One Second Assistant, Primary.

And Third Assistants for the remainder of the corps.

RULE 12. Fourth-class schools shall have:

One Principal.
 One Second Assistant.
 One Second Assistant, Primary.

And Third Assistants for the remainder of the corps.

RULE 13. Fifth-class schools shall have:

One Principal.
 One Second Assistant, Primary.

Third Assistants for the remainder of the corps.

RULE 14. Sixth-class schools shall have:

One Principal.

And Third Assistants for the remainder of corps.

Section IV.—Teachers (General Duties).

TEACHERS.

RULE 15. The teachers elected at the close of the scholastic year shall hold their offices for one year, unless sooner removed by vote of the majority of the Board.

RULE 16. They are required to be at their respective rooms fifteen minutes before the time for opening each session, and any teacher failing to comply with this rule shall be reported by the Principal as tardy.

RULE 17. They shall open school punctually at the appointed time, devote themselves during school hours exclusively to the instruction of their pupils, maintain good order, and strictly adhere to the course of study and the use of the text-books prescribed by the Board.

RULE 18. It shall be their duty to practise such discipline in their school as would be exercised by a kind and judicious parent in his family, always firm and vigilant, but prudent. They shall endeavor on all proper occasions to impress upon the minds of their pupils the principles of morality and virtue, a sacred regard for truth, love to God, love to man, sobriety, industry and frugality. But no teacher shall exercise any sectarian influence in the schools.

RULE 19. They shall see that the pupils under their charge distinctly understand and faithfully observe all the rules relating to pupils.

RULE 20. They shall not allow any agent or other person to exhibit in the schools any books or articles of apparatus, unless by consent of the Superintendent; nor any contribution for any purpose whatever to be taken up in any school; nor shall they receive presents of money or other valuables from the pupils under their tuition at their respective schools.

RULE 21. They shall attend carefully to the ventilation and temperature of their school-rooms.

RULE 22. Any teacher who may be absent from school on account of sickness or other necessity, must cause immediate notice of such absence to be given to the Superintendent.

RULE 23. The teachers may, for the purpose of observing the modes of discipline and instruction, take two days in each year to visit any of the Public Schools; but such visiting days shall not both be taken in the same quarter, nor till provision,

satisfactory to the Superintendent, has been made for the proper care of the pupils under their immediate charge.

RULE 24. No teacher shall resign without giving two weeks written notice to the President of the Board, in default of which all compensation for that length of time may be forfeited.

RULE 25. All the teachers in the employ of the Board shall meet on the second Saturday of each month during the scholastic year, at 10 o'clock A. M., for the purpose of promoting the interest of the schools by the discussion of matters pertaining to the profession of teaching generally. The selection of the place of meeting and the adoption of the plan of conducting the exercises, as well as the appointment of the officers of the association, shall be vested in a committee consisting of the teachers of the Normal, High and Branch High Schools, together with the principals of the other schools under the charge of the Board. The officers shall include a Chairman, Secretary and Committee of Arrangements; and it shall be the duty of the Secretary to keep a brief record of the proceedings and report the same to the Teachers Committee from month to month.

RULE 26. The salary of teachers shall be deducted *pro rata* for absence, except in cases of sickness of teachers, when half-pay shall be allowed: *Provided, however,* That no deduction shall be made for two days' absence during the half quarter, caused by death in the family, and that said half-pay shall not extend for a longer period than five weeks.

CONCERNING DISCIPLINE.

RULE 27. All teachers are required to maintain strict order and discipline in their schools and class-rooms at all times. Any neglect of this requirement will be considered good cause for dismissal. In maintaining order, teachers are hereby authorized to employ any proper means which may be necessary to secure a compliance with their commands to the pupils, and in the use of which they will receive the full countenance and support of the Board.

RULE 28. All teachers will be held to a strict accountability as to the manner in which they shall use the authority herein delegated, and, upon complaint of severity of punishment, each case shall be adjudged upon its own merits, the teacher being subject to instant dismissal, if the Board decide it to be demanded by the circumstances.

RULE 29. Each teacher in the employ of the Board shall file

with the Superintendent, at the close of each quarter of the scholastic year, a list of all cases of corporal punishment inflicted by said teacher during the quarter, giving *date, name of pupil and cause of punishment*.

RULE 30. Those teachers who are most successful in controlling their pupils without the use of corporal punishment, other qualifications being sufficient, shall be awarded by the Board a higher degree of appreciation, and receive the preference over all others in promotions and appointments.

VOCAL MUSIC.

RULE 31. There shall be given two lessons in music per week to the Normal School, two to the High School, and one to each first-class District School. The Music Teachers and the Superintendent, on consultation with the Principals, shall arrange the time at which the music lessons shall be given at the different schools. During the time the school is under the instruction of the Music Teacher, the discipline of the school shall continue under the charge of the regular teachers, who shall be present while the instruction is given, and shall arrange the scholars, for that purpose, in such a manner as the teacher of music may desire.

RULE 32. The teachers shall require their pupils to practise music at least fifteen minutes every day, and it is recommended that the exercises of each day be opened and closed with appropriate singing.

SCHOOL MEMBERSHIP.

RULE 33. In all cases of absence of pupils from school, whether with intention of returning or not, and whether the absence be occasioned by sickness or other causes, including even the suspension of the pupil, and excepting only the case of transfer to some other school in the city, the pupil's name shall be kept on the roll as "belonging," for three days, and dropped uniformly on the beginning of the fourth day, in case he does not return.

RULE 34. For the purpose contemplated in the foregoing rule, any pupil shall be considered as absent whose attendance at school shall not continue for at least one-half of the regular school session of the half day.

Section V.—Principals (Special Duties).

PRINCIPAL TEACHERS.

RULE 35. The Principal Teachers shall keep a Register, in which they shall record the name, age, birthplace, residence

and date of admission of each pupil for the first time entered in the Public Schools, and also the name and occupation of the parent or guardian.

RULE 36. They shall also make a daily record of the pupils admitted, present, absent or tardy, and at the close of each quarter and the close of the year furnish the Superintendent with the required reports, according to prescribed forms. They shall further make out and certify to the semi-quarterly pay-rolls of the teachers of their respective schools.

RULE 37. The Principal shall have a general supervision of the grounds, buildings and appurtenances of the school, and shall be held responsible for any want of neatness or cleanliness on the premises; whenever any repairs are needed, he shall give notice thereof to the Superintendent.

RULE 38. The Principals shall be at their respective schools thirty minutes before the time of opening each morning session. They shall assemble at the office of the Superintendent for the purpose of consultation on the Wednesday preceding the second Saturday of each month of the scholastic year, at half-past four o'clock p. m.

RULE 39. The Principal shall, within one week after the commencement of each quarter, furnish the Superintendent with a programme of the daily exercises of the different rooms of his school.

RULE 40. Each Principal shall examine the classes of the Assistants as often as practicable, without neglecting the pupils under his immediate charge.

RULE 41. The Principals shall be permitted, without interference on the part of any member of the Board or the Superintendent, to arrange the details for the internal government of their schools according to their own method, provided such method is not inconsistent with the general regulations of the schools; such Principals, of course, being liable to be judged as to their qualifications by the results they may produce.

RULE 42. The Principals shall cause arrangements to be made, in their respective schools, to open at least one room therein as early as eight o'clock a. m., for the reception of pupils arriving at an unseasonable hour; arrangements shall be made by said Principals to have said room or rooms under such proper supervision as may be approved by the Superin-

tendent. In no cases shall the children be excluded from the building during the intermission at noon.

RULE 43. It shall be the duty of the Principals of the Normal, High and Branch High Schools, whenever requested by the Board, or any committee thereof, to give their opinions individually, in writing, regarding the feasibility of any proposition relating to the management of the schools, or course of study, as may be required of them.

Section VI.—Local Supervision.

RULE 44. The Principal of the High School shall have under his immediate charge the pupils of the High School, and in addition to this he shall visit the Branch High Schools as often as possible, and confer with the Principals thereof as to matters of instruction. He shall examine the pupils thereof quarterly, or oftener, and all promotions from class to class in the High School course shall be under his direction. He shall see that the course of study is strictly followed, and the prescribed textbooks used by the pupils, and that the rules for the government of the High School are uniformly observed in the Branch High Schools. He shall receive and forward to the Superintendent the reports from the Branch High Schools, together with a consolidated report of the same. Examinations for promotion from class to class shall be conducted in writing, and the questions therefor shall be prepared by the Superintendent and Principal of the High School. The percentages shall be made out by the corps of teachers of the class to which said promotion is to be made, and the results transmitted to the High School Committee for their action. The per cents of applicants for admission to the Junior Class of the High School course shall be made out by the corps of teachers of that class, and the results transmitted to the High School Committee, as in the previous case.

RULE 45. Such Principals of the first-class schools as are designated by the Board, from time to time, shall rank as Supervising Principals, and shall exercise supervisory control over such schools as are placed under their charge.

I. They shall visit said schools at least once per week, confer with the Principals thereof, and report to the Superintendent in accordance with prescribed forms,

(a) Their general condition.

(b) The efficiency of teachers in discipline and instruction.

(c) What classes they examined, and their condition.

(d) What classes they approved for promotion from grade to grade, or from one book to another.

(e) Any irregularity in the observance of the Rules of the Board which they found.

(f) Date and amount of time consumed in each visit.

II. It shall be their duty to meet the Superintendent weekly, if required, to consult measures for the improvement of the schools.

III. They shall receive and forward to the Superintendent the reports of the schools under their respective supervision, together with a consolidated report of the same.

IV. They shall conduct not less than two nor more than four of the daily recitations of the first grade under their charge.

V. They shall report to the Teachers Committee, whenever required, the standing and general efficiency of each teacher under their supervision, as regards discipline and instruction.

Districts Supervised.

RULE 46. The Principals of the following first-class schools shall rank as Supervisory Principals, and their supervision shall extend over the schools herein named, as follows:

Principal of the Clay over the Irving.

Principal of the Webster over the Dodier and No. 2.

Principal of the O'Fallon over the Carr, Jackson and No. 5.

Principal of the Everett over the Everett Primary and Edward Bates.

Principal of the Franklin over the Olive Street Primary.

Principal of the Carr Lane over the Hamilton and Penrose.

Principal of the Stoddard over the Divoll.

Principal of the Benton over No. 3, Jefferson and Jefferson Branch.

Principal of the Eliot over the Eads.

Principal of the Lincoln over the Chouteau, Compton and Charles Pope.

Principal of the Clinton over the Charless and No. 4.

Principal of the Laeode over the Gamble.

Principal of the Madison over the Clark and No. 1.

Principal of the Carroll over the Pestalozzi.

Principal of the Lafayette over the Gravois.

Principal of the Lyon over the Shepard and Maramec.

Principal of the Blow over the Blow Primary and No. 6

Section VII.—Pupils.

ADMISSION, ATTENDANCE AND ABSENCE.

RULE 47. No child shall be for the first time received into the Public Schools unless accompanied by the parent or guardian, who shall give satisfactory evidence that said child is six years of age and has been vaccinated; but no child under seven years of age shall be admitted unless vacancies exist after the older children have been accommodated.

RULE 48. Every pupil shall be required to attend the school established in the district in which such pupil resides: *Provided*, That, whenever such school is full, the pupil may be admitted elsewhere, or, for good cause shown, the Superintendent be empowered to make a transfer of pupils.

RULE 49. No one having been a pupil in one school shall be admitted into another during the same scholastic year, without presenting to the Principal a certificate of honorable discharge from the former school, or a permit from the Superintendent.

RULE 50. No pupil shall be allowed to depart from school before the usual time, unless for sickness, or on account of some other pressing emergency, of which the teacher shall be the judge.

RULE 51. Children applying for admission into the Public Schools are required to furnish all the necessary text-books and stationery used in their classes, in default of which they shall not be received, unless satisfactory evidence is furnished to the Principal or Superintendent of inability to procure said books, in which case the books shall be supplied by the Board.

RULE 52. Sickness of the pupil, or in the family, or some urgent necessity, shall be regarded as the only legitimate excuse for absence.

RULE 53. Pupils who have been absent, or who, from any cause, have failed to prepare their lessons satisfactorily, may be required to recite them after school.

RULE 54. No pupil shall be allowed to be absent from school during the regular sessions, to take music, drawing, dancing, or other lessons.

DEPORTMENT OF PUPILS.

RULE 55. The pupils must, on all occasions, be obedient to their teachers and polite in their intercourse with each other. They must be diligent in study, prompt in recitation, and observe propriety of deportment during the recesses and in coming to and going from school.

SUSPENSION OF PUPILS.

RULE 56. Cleanliness in person and clothing is required of every pupil, and repeated neglect or refusal to comply with this rule, shall be sufficient cause for suspension from school.

RULE 57. Any pupil who shall destroy or injure any property of the Public Schools, shall be required to pay the amount lost thereby, and, on failure to do so, such pupil may be suspended from school.

RULE 58. Any pupil who shall be absent four half days in one month, or who is repeatedly tardy, without giving an excuse satisfactory to the teacher, may be suspended from school by the Principal, written notice of which shall be immediately given to the parent or guardian, and to the Superintendent.

RULE 59. No pupil shall be allowed to be absent more than one day to attend any pic-nic party; and such absence shall be allowed *only* when previous request for the same has been made to the teacher by the parent or guardian of the pupil. Any violation of this regulation shall be deemed sufficient cause for suspension.

RULE 60. Any pupil guilty of disobedience to a teacher, or of gross misconduct, may be suspended by the Principal, written notice of which, stating the cause, shall be immediately given to the parent or guardian, and to the Superintendent.

RULE 61. Any pupil suspended from school by virtue of any one of the above rules, can be restored only on such conditions as the Superintendent or Board of Directors shall determine.

Section VIII.—High School.

RULE 62. The regular examination of applicants for admission to the High School shall be commenced on the Thursday next preceding the close of each quarter, and continue from day to day till completed. The Superintendent and the Principal of the High School, with the aid of the Assistant Teachers, shall constitute the Examining Committee. In this examination the applicants shall be required to write answers to printed questions, prepared for the purpose, and approved by the High School Committee. After the scholars have assembled, and before the examination is commenced, each applicant shall receive a card containing a number, by which alone he shall be known throughout the examination. He shall write upon a slip

of paper this number, his whole name, his age, and the name of the school from which he came; which papers shall be preserved for the purpose of identifying the scholars after the examination has been concluded, and the successful candidates admitted to the High School. During the examination each individual shall sign his *number*, and not his name, to his exercise. When the writing is finished, the Examining Committee shall carefully examine all the answers, determine the *per cent.* of correctness in each study, compute the average of the several studies, and record the whole in a tabular form. From this tabular statement the High School Committee shall designate the *numbers* which entitle the holders thereof to admission to the High School.

RULE 63. The studies of the High School shall constitute a *General* and a *Classical* course. The *Classical* course (as at present arranged) shall occupy four years, and shall include the studies required for admission to the best American colleges; and may be continued, by longer attendance, through all the studies requisite for a good classical education. The *General* course shall occupy four years, and shall embrace the mathematics and drawing necessary for an accomplished engineer; the Latin language, so far as is possible and desirable for general culture, for more thorough acquaintance with general grammar and with our own language, and to facilitate the acquisition of modern languages; the reading and speaking of German and French; and such studies in science and literature as shall best fit pupils for different departments of business, and make them generally intelligent.

RULE 64. Where studies are given as optional, it is meant that the pupil, with the approval of the Principal, may choose which he will pursue. No change in studies shall be afterwards admissible, unless it shall be regarded by the Principal as expedient or necessary.

RULE 65. No pupil shall be admitted to the High School who is not twelve years of age, and who has not passed a satisfactory examination in reading, spelling, penmanship, geography, grammar, history of the United States and arithmetic. Applicants for admission to the High School shall be allowed to substitute German for Geography in the list of studies for admission; and the questions for examination submitted to such applicants shall be made out on the Orthography and Etymology of the German

language, with special reference to the system of inflections; and all pupils of the Junior Class who have been admitted on the German examination, shall have three lessons per week in Latin, and two lessons per week in German, throughout the year.

RULE 66. Every candidate for the High School, coming from any of the Grammar Schools, must present to the Examining Committee the following certificate, properly filled out and signed:

CERTIFICATE OF QUALIFICATION FOR ADMISSION TO THE HIGH SCHOOL.

The bearer _____ *School* _____ 18—. is _____ years of age, has been a member of this school _____ years, and is, in my opinion, well qualified, as required by rule, both in deportment and scholarship, for admission to the High School.

_____, *Principal.*

RULE 67. All pupils admitted shall be on probation the first term, and if, at the end of that time, they do not hold a fair position in their classes, they shall be withdrawn from school.

RULE 68. No pupil shall be advanced from a lower to a higher class who has not undergone a satisfactory examination in all the branches of the lower class.

RULE 69. A pupil, having been absent twice within one month, without presenting sufficient excuse, may, on the morning of the third absence, be discharged, and shall be re-admitted only by a permit from the Superintendent.

Section IX.—Normal School.

RULE 70. This school is intended for the training of persons who desire to become teachers in the St. Louis Public Schools.

RULE 71. All qualified females, of the age of seventeen years and upwards, may be admitted to the Normal School on subscribing the following declaration:

I, the subscriber, hereby declare that it is my intention to devote myself to the business of teaching in the Public Schools of St. Louis, for at least two years; that my object in resorting to this Normal School is the better to prepare myself for this important work. And I furthermore declare that I intend to continue in the Normal School during the time required for my graduation, unless honorably discharged by the Committee.

RULE 72. The qualifications required shall be good moral character, physical competency, and ability to pass a satisfactory examination in reading, writing, spelling, arithmetic, geography, English grammar, and history of the United States.

RULE 73. Candidates for admission shall present themselves at the school on the first day of the first or third quarter of the scholastic year, for examination and classification. The Principal shall conduct the examination, under the direction of the Teachers Committee, by whose authority the successful candidate shall be admitted.

RULE 74. Pupils from the St. Louis High School shall not be required to pass the examination for admission to the Normal School, but may be admitted upon the following conditions, provided their record in scholarship and deportment has been satisfactory in the High Schools: (1) Graduates of the High School may be admitted into the Senior Class of the Normal School; (2) Pupils of the High School who have completed the studies of the Third Class may be admitted to the Middle Class of the Normal School; (3) Pupils who have completed the studies of the Second Class of the High School may be admitted into the Junior Class of the Normal School; (4) Pupils who have completed not less than two quarters' work of the Junior Class of the High School may be admitted into the Fourth Class of the Normal School. These special conditions of admission shall apply to the pupils of the High School only in case said pupils are sixteen years of age and upwards if admitted to the Fourth Class of the Normal School, and of corresponding advance in age if admitted to the higher classes.

[Dec. 10, 1872.] The Principal of the Normal School shall have under his supervision the Washington School, which shall be a school for observation for the pupils of the Normal School. It shall be his duty to visit this school as often as possible. He shall examine the pupils thereof quarterly or oftener. He shall receive and forward to the Superintendent the reports of the same. He shall from time to time suggest to the Superintendent such arrangements in regard to the programme and the management of said school as he deems promotive of the interest of the same as a district school and a school of observation. He shall cause the pupils of the Senior Class of the Normal School to visit the school of observation at least once a week, and the pupils of the Middle Class at least once every half quarter, under his own supervision or under the control of such teachers of the Normal School as he shall delegate for this duty, for the purpose of giving to said pupils an opportunity of becoming acquainted with the practical working of a district

school, to see the application of the principles of instruction, and to gain a more thorough knowledge of the duties of their future profession.

Section X.—Miscellaneous.

TERMS AND SCHOOL SESSIONS.

RULE 75. The scholastic year shall commence the first Monday in September, and continue forty consecutive weeks, exclusive of the Christmas holidays, and be divided into four terms of ten weeks each.

RULE 76. There shall be two daily sessions in all the schools, except the High and Normal. The first session shall commence at 9 o'clock A. M., and close at 12 M.; and the second shall commence at 1½ o'clock P. M., and close at a quarter before 4 o'clock P. M., throughout the year.

RULE 77. During each morning session there shall be a recess of fifteen minutes, to be arranged as the Principal may think most judicious. In the afternoon there shall be no recess, except one of ten minutes for the primary children, who shall be carefully supervised by their teachers during said recess, and prevented from causing disturbance to the higher departments.

RULE 78. In the High and Normal Schools there shall be but one daily session, commencing at 9 o'clock A. M. and closing at 2½ o'clock P. M., throughout the year. But from April 1st the session may commence at 8½ o'clock A. M. and close at 2 P. M., if so directed by the Teachers Committee.

RULE 79. The schools shall have a vacation from the close of the scholastic year till the first Monday in September; they shall also be closed from the 25th of December to the 1st of January, inclusive; on all Thanksgiving or Fast days authorized by the State or General Government, and on all Saturdays throughout the year; but on no other day, unless by special permission of the Board.

EXAMINATIONS.

RULE 80. A public examination of all the schools shall take place on the Friday of the last week in the scholastic year; besides which, all the classes in the High and Normal Schools shall be examined in each branch of study when it is completed, and a written examination shall be held in the higher grade of the District Schools at the close of the second quarter of each scholastic year.

RULE 81. All regulations of the Board, heretofore adopted, inconsistent with these Rules, are hereby rescinded.

ANNUAL REPORTS OF SECRETARY

FOR 1871-'72.

*Office of the Board of St. Louis Public Schools, {
St. Louis, August 1, 1872.*

*To the Honorable the Board of President and Directors of the St.
Louis Public Schools :*

GENTLEMEN—The Annual Reports of the Secretary for the fiscal year ending July 31, 1872, are herewith submitted.

1. BALANCE OF BILLS RECEIVABLE, on hand July 31, 1872.
2. RECEIPTS AND EXPENDITURES during the year, from August 1, 1871, to July 31, 1872, both days inclusive.
3. BALANCE SHEET for the year ending July 31, 1872.
4. SCHOOL EXPENSES PROPER for the year ending July 31, 1872.
5. REAL ESTATE AND IMPROVEMENTS for school purposes.
6. LIST OF UNLEASED LANDS belonging to the Board, July 31, 1872, for revenue purposes.
7. LIST OF LEASED LANDS belonging to the Board, July 31, 1872, for revenue purposes.

MILTON H. WASH,

Secretary.

Balance of Bills Receivable, on hand July 31st, 1872.

Date of Note	BY WHOM GIVEN.	Time	ON ACCOUNT OF	Amount
1864 & 1865	Sundry persons (worthless)		Sale of Commons	\$ 494 14
1868, May 21,	Valentine Butterfield	2 years	" 16th Section	900 00
1868, " 21,	Peter F. Daley	2 "	" "	587 50
1868, " 21,	Louis Butterfield	2 "	" "	875 00
1868, " 21,	W. D. Spore	2 "	" "	378 76
1868, " 21,	H. A. Clover	3 "	" "	912 50
1868, " 21,	Valentine Butterfield	3 "	" "	900 00
1868, " 21,	Peter F. Daley	3 "	" "	587 50
1868, " 21,	Louis Butterfield	3 "	" "	875 00
1868, " 21,	W. D. Spore	3 "	" "	378 76
1868, " 21,	Wm. C. Taylor	7 "	" Real Estate	25,000 00
1870, Mar. 16,	do.	18 months	Interest	1,000 00
1870, " 16,	do.	24 "	" "	1,000 00
1870, " 16,	do.	30 "	" "	1,000 00
1870, " 16,	do.	36 "	" "	1,000 00
1870, " 16,	do.	42 "	" "	1,000 00
1870, " 16,	do.	48 "	" "	1,000 00
1870, " 16,	do.	54 "	" "	1,000 00
1870, " 16,	do.	60 "	" "	1,000 00
1870, " 16,	do.	66 "	" "	1,000 00
1870, " 16,	do.	72 "	" "	1,000 00
1870, " 16,	do.	78 "	" "	1,000 00
1870, " 16,	do.	84 "	" "	1,000 00
1870, Nov. 4,	William Burden, Prest.	4 years	Loaned on Leasehold	8,742 86
1872, Feb. 6,	Henry Nolte	1 "	" "	145 83
1872, " 6,	do.	2 "	Sale of part Survey 3008	145 83
1872, " 6,	do.	2 "	" "	145 83
1872, " 6,	do.	4 "	" "	145 83
1872, " 6,	do.	5 "	" "	145 83
1872, Mar. 1,	William O. Bold	1 "	Lots 29 & 30 Blk 200	353 58
1872, " 1,	do.	2 "	" "	342 03
1872, " 1,	do.	3 "	" "	335 48
1872, " 1,	do.	4 "	" "	308 93
1872, " 1,	do.	5 "	" "	292 40
1872, " 1,	Andrew Ryan	1 "	W 1/4 48 Wal H. A	108 33
1872, " 1,	do.	2 "	" "	108 33
1872, " 1,	do.	3 "	" "	88 33
1872, " 1,	do.	4 "	" "	88 33
1872, " 1,	do.	5 "	" "	88 33

1872, Mar. 1,	Daniel O'Connor	1 year	E 1/4 1 Wal. H. A.	\$
1872, " 1,	do.	2 years	"	157 98
1872, " 1,	do.	3 years	"	150 29
1872, " 1,	do.	4 years	"	142 64
1872, " 1,	do.	5 years	"	135 01
1872, " 1,	John Zukowsky	1 year	Lots 24 & 25 Blk 200	825 00
1872, " 1,	do.	2 years	"	310 00
1872, " 1,	do.	3 years	"	295 00
1872, " 1,	do.	4 years	"	280 00
1872, " 1,	do.	5 years	"	265 00
1872, " 1,	David Roden	1 year	E 1/4 9 Blk 1060	487 50
1872, " 1,	do.	2 years	"	465 00
1872, " 1,	do.	3 years	"	442 50
1872, " 1,	do.	4 years	"	430 00
1872, " 1,	do.	5 years	"	420 00
1872, " 1,	Wallace O. Regal	1 year	Pr 10 & 11 Blk 664	397 56
1872, " 1,	do.	2 years	"	362 16
1872, " 1,	do.	3 years	"	250 05
1872, " 1,	do.	4 years	"	237 96
1872, " 1,	do.	5 years	"	225 86
1872, " 1,	William Dale	1 year	Pr 11 & 12 Blk 684	213 76
1872, " 1,	do.	2 years	"	308 00
1872, " 1,	O. F. Scudder	1 year	18 ft Pr Blk 662	291 50
1872, " 1,	do.	2 years	"	195 00
1872, " 1,	do.	3 years	"	186 00
1872, " 1,	do.	4 years	"	177 00
1872, " 1,	do.	5 years	"	168 00
1872, " 1,	Cristian Alkenbrend	1 year	Triangular lot Blk 197	159 00
1872, " 1,	do.	2 years	"	1,083 33
1872, " 1,	do.	3 years	"	1,033 33
1872, " 1,	do.	4 years	"	983 33
1872, " 1,	do.	5 years	"	933 33
1872, " 1,	Robert Green	1 year	E 1/4 38 Wal. H. A.	883 33
1872, " 1,	do.	2 years	"	108 33
1872, " 1,	do.	3 years	"	104 33
1872, " 1,	do.	4 years	"	98 33
1872, " 1,	do.	5 years	"	93 33
1872, " 1,	William McCormack	1 year	W 1/4 38	88 33
1872, " 1,	do.	2 years	"	108 33
1872, " 1,	do.	3 years	"	103 33
1872, " 1,	do.	4 years	"	98 33
1872, " 1,	do.	5 years	"	93 33
1872, " 1,	Lawrence Connery	1 year	E 1/4 39	88 35
1872, " 1,	do.	2 years	"	108 33
1872, " 1,	do.	3 years	"	103 33
1872, " 1,	do.	4 years	"	98 33

Balance of Bills Receivable, on hand July 31st, 1872. (Continued.)

Date of Note	BY WHOM GIVEN.	TIME	ON ACCOUNT OF	Amount
1872, Mar. 1,	do.	4 years	E ½ 30 Wal Hill ad.	\$ 93 33
1872, " 1,	do.	5 "	" "	88 35
1872, " 19,	Swan App.	3 "	Lot 46 "	103 33
1872, " 19,	do.	3 "	" "	98 33
1872, " 19,	do.	4 "	" "	93 33
1872, " 19,	do.	5 "	" "	88 33
1872, " 19,	John Helwig.	1 "	Lot 3 Blk 47	276 25
1872, " 19,	do.	2 "	" "	263 50
1872, " 19,	do.	3 "	" "	250 75
1872, " 19,	do.	4 "	" "	238 00
1872, " 19,	do.	5 "	" "	225 25
1872, Apr. 13,	Mary E. Baty.	1 "	Lot E & Prt DBlk 587	593 13
1872, " 13,	do.	2 "	" "	668 75
1872, " 13,	do.	3 "	" "	538 37
1872, " 13,	do.	4 "	" "	611 00
1872, Mar. 14,	M. Birkenmeyer	1 "	16 & 17 Blk 834.	483 63
1872, " 14,	do.	2 "	" "	437 50
1872, " 14,	do.	3 "	" "	465 00
1872, " 14,	do.	4 "	" "	442 50
1872, " 14,	do.	5 "	" "	420 00
1872, Apr. 16,	Fred'k Otto.	1 "	Prt D Blk 590	397 00
1872, " 16,	do.	2 "	" "	341 25
1872, " 16,	do.	3 "	" "	325 50
1872, " 16,	do.	4 "	" "	309 75
1872, " 16,	do.	5 "	" "	294 00
1872, Jan. 3,	John Ludwig	1 "	Ground rent bills	278 25
1872, May 14,	Geo. N. Meisgar	1 "	Lot Prt Blk 586	804 69
1872, " 14,	do.	2 "	" "	677 08
1872, " 14,	do.	3 "	" "	645 83
1872, " 14,	do.	4 "	" "	614 58
1872, " 14,	do.	5 "	" "	583 33
1872, " 14,	do.	6 "	" "	562 10
1872, " 14,	Frank Inteman	1 "	E ¼ 44 Wal Hill ad.	108 83
1872, " 14,	do.	2 "	" "	103 33
1872, " 14,	do.	3 "	" "	98 33
1872, " 14,	do.	4 "	" "	93 33
1872, " 14,	do.	5 "	" "	88 33
Total Amount.				\$ 76,444 07

Receipts and expenditures during the year ending July 31, 1872.

RECEIPTS.		EXPENDITURES.	
Balance in the hands of Treasurer, August 1, 1871.....	\$ 11,051 62	For interest on bills payable.....	\$ 7,688 01
From rent of real estate.....	51,378 88	For bills payable.....	206,936 69
From bills payable (notes discounted).....	150,000 00	For rent of schoolhouses.....	5,497 29
From bills receivable.....	69,296 11	For fuel.....	10,598 50
From interest.....	12,733 22	For gas.....	5,572 74
From County Collector, taxes.....	608,160 18	For furniture.....	10,507 69
From special taxes refunded.....	751 95	For general expenses.....	22,547 07
From real estate sold.....	16,480 44	For supplies.....	11,763 19
From rent of Polytechnic Hall.....	205 00	For repairs.....	39,296 56
From State school fund.....	64,540 38	For real estate and improvements for school purposes.....	152,698 69
From old furniture sold.....	188 00	For janitor's salaries.....	36,463 50
From premium returned on cancelled policies.....	14 55	For officers' salaries.....	18,500 30
From fines in criminal cases.....	6,568 22	For teachers' salaries.....	420,529 85
From general taxes refunded.....	791 75	For commission to architect.....	4,687 55
		For special taxes.....	5,121 15
		For Public School Library.....	5,900 00
		For contingent fund.....	300 00
		For balance in hands of Treasurer, August 1, 1872.....	27,621 62
	\$ 992,180 30		\$ 992,180 30

ST. LOUIS PUBLIC SCHOOLS.

BALANCE SHEET, for the year ending July 31st, 1872.

Accounts.	Face of Ledger.		Revenue and Expenses		Balances.	
	Debtor.	Credit.	Debtor.	Credit.	Debtor. Assets.	Credit. Liabilities.
ASSETS.						
Real Estate for revenue	1,479,938 31				1,479,938 31	
Real Estate for school p's	2,107,331 38				2,107,331 38	
County Collector, C.A.						
Mantz	94,971 68				94,971 68	
Treasurer, J. H. Britton	27,621 62				27,621 62	
Bailiff, Geo. M. Fichtenkam	12,736 48				12,736 48	
Board Managers Public						
School Library	21,241 60				21,241 60	
Contingent Fund	174 71				174 71	
Bills receivable	76,444 07				76,444 07	
Conrad Doll	289 05				289 05	
Charles Pesold	153 55				153 55	
LIABILITIES.						
Bills payable		514,094 04				514,094 04
REVENUE.						
Rent Bills		53,273 59	53,273 59			
General and Delinquent						
Tax		607,684 02	607,684 02			
Tax Revenue 1870		26,631 01	26,631 01			
" " 1869		16,630 02	16,630 02			
" " 1871		31,303 28	31,303 28			
" " 1868		20,470 37	20,470 37			
Uncharged Delinquent						
Tax		476 16	476 16			
State School Fund		64,540 38	64,540 38			
Polytechnic Hall Rent		205 00	205 00			
General Taxes		791 75	791 75			
Crimes in criminal cases		6,568 22	6,568 22			
EXPENSE.						
Architect	4,687 55			4,687 55		
Expense (General)	23,560 97			23,560 97		
Interest	2,644 89			2,644 89		
Janitors' Salaries	36,463 50			36,463 50		
Legal Expenses	246 55			246 55		
Officers' Salaries	18,500 30			18,500 30		
Rent of School houses	6,297 29			6,297 29		
Repairs	39,296 56			39,296 56		
School Supplies	11,763 19			11,763 19		
Special Tax	4,215 65			4,215 65		
Teachers' Salaries	420,529 85			420,529 85		
Fuel	10,588 50			10,588 50		
Gas	5,572 74			5,572 74		
Furniture	10,319 59			10,319 59		
Balance as per last Report		3,072,921 74				
Net revenue over Exp.	4,415,589 58	4,415,589 58		238,886 67		
			528,573 80	528,573 80		
Amount to be credited to St. L. P. Schools, Aug. 1, 1872						3,306,808 41
					3,820,902 45	3,820,902 45

ST. LOUIS PUBLIC SCHOOLS.

Detailed Statement of the Expenses of each School for the year ending July 31, 1872.

Name of Schools.	Teachers' Salaries.	Janitors' Salaries.	Repairs.	Cleaning Yards.	Fuel and Gas.	Supplies.	Furniture.	Rent.	Miscellaneous.	Total.
Normal - - - - -	\$ 8039 75	\$ 600 00	\$ 218 74	\$ - - -	\$ - - -	\$ 457 08	\$ - - -	\$ - - -	\$ 24 00	\$ 9339 57
High Branch No. 1 - -	19044 90	840 00	502 05	- - -	858 41	249 30	1026 50	- - -	215 43	22236 59
" " " 2 - - - -	7094 00	369 00	205 40	- - -	- - -	96 25	361 75	- - -	2 50	8119 90
Benton - - - - -	5445 60	- - -	14 75	- - -	- - -	169 70	79 50	- - -	- - -	5709 55
Blow - - - - -	11034 20	720 00	705 64	- - -	425 67	287 50	136 00	- - -	23 94	18332 95
" Primary - - - -	8032 90	480 00	748 86	- - -	197 53	233 85	68 00	- - -	61 58	9822 72
Carondelet - - - -	895 00	88 00	14 70	- - -	28 40	10 30	115 00	325 00	2 00	1473 40
" - - - - -	6778 95	720 00	457 18	64 00	328 55	361 35	1935 50	- - -	2 50	10648 03
Carr Lane - - - -	6631 40	485 00	441 72	- - -	98 24	78 40	39 50	- - -	8 00	7777 26
" - - - - -	10989 35	720 00	888 50	- - -	386 34	202 25	18 00	- - -	9 80	13214 24
" Primary - - - -	2318 55	200 00	234 95	- - -	33 13	153 60	- - -	500 00	- - -	8440 23
Carroll - - - - -	13419 25	840 00	1530 79	- - -	328 17	228 45	36 00	- - -	27 42	16410 08
Charles - - - - -	6723 60	540 00	1991 96	42 00	102 69	98 20	293 50	- - -	17 80	9809 83
Chouteau - - - -	6835 85	480 00	760 91	42 75	19 91	202 85	303 50	- - -	42 06	8687 83
Clark - - - - -	1596 00	220 00	101 40	73 05	12 60	214 15	- - -	- - -	3 50	2220 70
Clay - - - - -	11327 90	780 00	549 46	162 80	20 13	174 30	36 00	- - -	20 30	13070 89
Clinton - - - - -	11709 60	720 00	453 73	- - -	403 92	156 05	- - -	- - -	19 64	13462 94
Compton - - - -	2664 05	360 00	183 40	- - -	93 36	45 35	- - -	- - -	8 65	3299 81
Concordia - - - -	756 90	120 00	598 68	- - -	47 98	22 05	52 92	- - -	9 19	1607 72
Dodier - - - - -	3259 90	300 00	373 82	- - -	74 94	129 80	93 00	50 00	- - -	4280 46
Douglas - - - - -	11405 55	720 00	586 46	165 60	456 81	176 60	17 50	- - -	31 04	13509 56
" Primary - - - -	1327 65	300 00	121 82	- - -	81 27	44 30	- - -	500 00	- - -	2325 04
Eads - - - - -	6252 85	600 00	408 37	- - -	91 09	182 85	- - -	- - -	9 53	7544 19
Ellet - - - - -	10768 10	720 00	611 46	- - -	353 51	225 90	- - -	- - -	22 89	12701 86
Everett - - - - -	10854 15	780 00	1024 54	- - -	120 57	427 20	218 60	- - -	5 06	13430 91
" Primary - - - -	1796 70	320 00	167 50	37 80	16 78	95 65	26 05	650 00	- - -	3110 48
Franklin - - - -	16087 10	1200 00	1181 81	- - -	344 93	335 80	577 25	- - -	53 30	19785 69
Gamble - - - - -	6098 00	720 00	715 62	- - -	164 60	144 25	17 50	- - -	64 10	7924 07
Gravols - - - - -	2877 65	360 00	317 01	40 60	87 08	335 80	- - -	- - -	10 83	4028 97

Detailed Statement of Expenses of each School for the year ending July 31, 1872—Continued.

Hamilton	\$ 27 12 35	\$ 380 00	\$ 306 95	\$ 108 80	\$ 35 77	\$ 96 65	\$ 89 50	\$ 49 87	\$ 3451 72
Humboldt	10813 80	720 00	822 26	108 80	623 68	187 50	1832 50	—	13415 36
Irving	4782 15	660 00	381 85	—	378 67	305 00	—	—	8840 17
Jackson	6760 05	540 00	814 03	—	76 20	297 60	—	—	8014 88
Jefferson	8177 65	655 00	447 53	—	108 03	270 15	—	—	9691 53
" Branch	5391 30	540 00	104 81	—	77 80	83 35	500 00	—	1 47
Laclède	11554 45	720 00	605 23	—	417 45	138 95	—	—	6743 81
Lafayette	11925 65	745 00	2933 06	—	304 12	274 65	—	—	13501 77
Lincoln	10809 80	720 00	976 02	178 20	362 43	107 55	—	—	55 06
" Primary	612 15	72 00	36 52	—	14 61	24 65	225 00	—	62 85
Lyons	11868 05	720 00	1000 65	—	174 76	191 65	—	—	1001 03
Madison	12109 15	720 00	939 97	—	636 66	324 00	—	—	40 47
Marsamec	2407 40	300 00	193 38	—	77 08	45 50	—	—	14013 08
O'Fallon	10741 35	720 00	471 45	—	283 27	191 46	—	—	8 66
Olive st. Primary	2044 05	275 00	97 57	—	48 51	77 15	—	—	—
Penrose	6267 75	480 00	380 93	130 90	41 66	73 20	—	—	11 50
Penrose Primary	7409 15	135 00	89 05	—	32 51	7 75	—	—	12436 53
Pestalozzi	3625 90	480 00	719 69	—	362 81	98 60	—	—	2 50
Shepard	—	300 00	181 16	136 86	83 80	41 55	—	—	75 00
" Primary	—	72 00	25 75	—	—	13 35	180 00	—	10 25
Stoddard	11544 50	1260 00	425 80	—	208 67	234 85	—	—	4 00
Washington	10428 40	780 00	1043 07	—	275 76	421 15	—	—	308 60
Webster Old	11825 85	720 00	1485 66	—	223 46	262 00	—	—	14035 42
" New	8060 80	720 00	347 29	—	125 39	108 50	—	—	23 43
No. 1	8238 05	345 00	620 88	29 40	55 44	115 95	—	—	59 01
No. 2	2728 30	320 00	3445 56	—	63 15	164 85	—	—	17 97
No. 3	6318 55	480 00	523 11	—	134 26	159 20	—	—	8 55
No. 4	2423 05	300 00	206 53	—	20 89	75 45	—	—	4934 48
No. 5	1318 80	220 00	63 15	55 80	30 89	41 05	—	—	6992 36
No. 6	674 50	88 00	168 55	—	—	41 10	—	—	7648 12
Evening School	12018 40	\$10 00	—	—	2463 30	446 60	—	—	3091 38
Writing & Music Teachers	7874 00	—	—	—	—	—	—	—	2090 89
	\$420529 85	\$31210 00	\$35367 27	\$1268 55	\$12257 20	\$10460 09	\$5247 29	\$1230 81	\$598003 12

REAL ESTATE AND IMPROVEMENTS FOR SCHOOL PURPOSES.

July 31, 1872.

Names of Schools.	Where located.	Estimated Value of Ground.	Estimated Value of Houses and Furniture.	Total.
Pub. Sch. Polytech. Build.	Corner 7th & Chestnut Sts.	60,000 00	325,345 05	385,345 05
High	Corner 15th & Olive Sts.	35,000 00	40,289 51	75,289 51
Benton, old	8th St. bet. Locust & St. Chas	30,000 00	5,000 00	35,000 00
" new	Corner 9th & Locust Sts.	40,000 00	38,288 30	78,288 30
Blow	South St. Louis	5,000 00	15,000 00	20,000 00
Carr	Corner 16th & Carr Sts.	7,300 00	4,002 77	11,302 77
Carr Lane	Corner 24th & Carr Sts.	10,000 00	39,794 01	49,794 01
Carroll	Corner Carroll & Buel Sts.	10,000 00	44,062 20	54,062 20
Charles	Kingsbury St near Gravois R	3,000 00	15,517 71	18,517 71
Chouteau	Chouteau Av near Summit Av	3,000 00	9,521 38	12,521 38
Clark	7th St bet Hickory & Labadie	9,000 00	3,000 00	12,000 00
Clay	Bellefontaine Rd & Farrar St	10,000 00	16,214 27	26,214 27
Clinton	Grattan St. near Hickory	11,000 00	44,490 63	55,490 63
Compton	Henrietta bet Arkansas & Ills	3,000 00	14,329 01	17,329 01
Carondelet	Corner 3rd & Hurck Sts	2,500 00	33,910 64	36,410 64
Charles Pope	Cor Ewing & Leffingwell Av	11,525 00	33,937 84	47,462 84
Douglas	Corner 11th & Howard Sts.	9,000 00	37,232 00	46,232 00
Divoll	Dayton St in Block 1007	13,040 00	33,720 00	46,760 00
Eads	Corner 15th & Pine Sts.	15,000 00	9,310 73	24,310 73
Eliot	15th bet Market & Clark Av	25,000 00	39,411 05	64,411 05
Everett	8th St bet O'Fallon & Cass Av	17,371 00	30,490 00	47,861 00
Edward Bates	Collins St. in Block 690	11,000 00	35,142 62	46,142 62
Franklin	Corner 18th St & Christy Ave	15,000 00	17,083 42	32,083 42
Gravois	Cor Wyoming St & Gravois R	3,000 00	5,000 00	8,000 00
Hamilton	Corner 27th & Davis Sts.	6,000 00	38,832 46	44,832 46
Humboldt	Cor. Jackson & Lesperance	8,000 00	15,645 20	23,645 20
Jackson	Corner 19th & Maiden Lane	4,000 00	36,125 77	40,125 77
Irving	Cor Bremen & Kossuth Aves	6,000 00	6,198 08	12,198 08
Jefferson	Corner 9th & Wash Sts.	16,000 00	6,200 00	22,200 00
Laclede, old	Corner 5th and Poplar Sts.	17,000 00	51,473 40	68,473 40
" new	Corner 6th & Poplar Sts.	34,000 00	1,000 00	35,000 00
" Branch	5th St. near Gratiot.	3,000 00	4,000 00	7,000 00
Lafayette	Cor Ann Ave & Decatur St	8,000 00	18,331 24	26,331 24
Lincoln	Eugenia St. near High	12,000 00	46,587 92	58,587 92
Lyon	Cor. 8th & Pestalozzi Sts.	5,000 00	43,406 32	48,406 32
Madison, old	Corner 7th & Hickory Sts.	Leased	4,000 00	4,000 00
" new	Corner 7th & Labadie Sts.	13,000 00	35,303 43	48,303 43
Maramec	Cor Iowa Ave & Maramec St	3,000 00	17,000 00	20,000 00
O'Fallon	17th St. near Cass Ave.	6,000 00	56,061 84	62,061 84
Penrose	Penrose St bet Clay & Glasg. A	3,500 00	22,530 43	26,030 43
Pestalozzi	Corner 7th & Barry Sts.	15,000 00	28,968 43	43,968 43
Peabody	2d Carondelet Ave & Carroll St	16,500 00	39,983 00	56,483 00
Shepard	Marine Ave. near Hospital	3,000 00	15,000 00	18,000 00
Stoddard	Corner Lucas & Ewing Ave	20,000 00	37,608 05	57,608 05
Washington	11th bet Poplar & Spruce Sts	22,500 00	28,500 00	51,000 00
Webster, old and new	11th St. near Jefferson	25,000 00	52,522 10	77,522 10
No. 1.	Cedar St. bet. 3d & 4th Sts.	3,000 00	1,003 53	4,003 53
No. 2.	12th St. near Webster	8,000 00	5,513 00	13,513 00
No. 3.	Christy Ave. near 15th St.	12,500 00	18,533 26	31,033 26
No. 4.	Cozzens St near Pratte Ave	3,000 00	12,267 64	15,267 64
Bought for School purposes, but not yet improved.		\$632,436 00	\$1,557,929 57	\$2,190,365 57
Lots 17 to 22 inclusive	Caroline St.			2,500 00
Part of Lots 5, 6 and 7	St. Louis Ave & 18th St.			3,000 00
Lots 18 to 25 inclusive	Parsons St.			3,000 00
Lots 1 to 7, Blk 1048	Bell & School Sts.			15,449 50
Block 40, Survey 3	Carondelet (South St. Louis)			9,000 00
N. W. ¼ Block 49	Eiler's Survey, Carondelet.			1,000 00
Von Phul Lots Blk	Herbert bet 13th & 14th Sts.			9,487 00
		\$632,436 00	\$1,557,929 57	\$2,233,802 07

LIST OF UNLEASED LANDS BELONGING TO THE BOARD,

July 31st, 1872.

BLOCK.	STREET.	LOT.	FT. FRONT.	FT. DEP.
45	Second street		56 3	472
47	Carondelet avenue	4 to 13, "	260.7	Irregular.
69 E	Second	E	38	65
S.W. ¼ Blk 78	Gasconade street	11 to 15, inclusive	125	125
180	Fifth street	3	25	75
160	"	6	25	80
197 & 198	Columbus street		130	85.9
199	Main street	1 to 8, inclusive	2'0.5	188.3
199	Kosciusko street	9 to 16, "	210.2	188.3
200	Alley	17 and 18	120.4½	Irregular.
201	{ Columbus st., Caron- delet ave. & Rutger st. }		Whole	Block.
701	Kosciusko street		33.10½	65.5½
706	"	1 to 12, inclusive	303.6	76
707	"	1 to 12, "	308.9	76.2½
714	"	1 to 12, "	304.3½	76.2½
763	Carondelet avenue		50	134.9
840	Eighth street	10 and S ½ 11	37.6	120
854	Main street	C, D, E, F, G	190.4	125 aver.
854	Levee	F and G	70.10	116 "
855	Front street		55	302.6
856	"		50.6	147
857	Main and Convent streets		89.5½	118
858	Front street		210	303.4
873	Main street		409	104
883	Eighth street	6 to 10, inclusive	125	122.11
883	Seventh street	13 to 25, "	362	122.11
884	"	1 to 11, "	281	116.11
884	"	13	40.6	116.11
884	Alley		25	118.11
884	Carondelet avenue	17 to 24, inclusive	200	116.11
892	Eighth street	1	25	128.11
892	S. Seventh		25	124
893	Seventh street	4 and 5	50	118.11
893	Carondelet avenue	19, 20 and 21	75	118.11
1044	Lucas avenue	9	50	135
1066	Washington avenue	13	50	135
1355	California avenue	38 and 39	50	125
1356	Pontiac street	5	25	125
1439	Shenandoah street	1 to 10, inclusive	270	125
1440	Arkansas avenue	11 to 16, "	162.6	125
1440	Tennessee street	29 to 46, "	454	125
1472	Oregon street	21	25	125
1480	Michigan street	17	25	125
N. part, 1768	Main and Railroad	1 to 18, inclusive	440.9	Irregular.
N. part, 1769	Main and Second streets	1, 2, 9 to 18, inclusive	321.6	122.8½
S. part, 1769	"	3 to 18, inclusive	407.10	120
Survey 3003	Davis street	1 and 2	50	155.5½
	Maiden Lane	10, 11 and 12	150	140
	"	31 and 32	100	140
	"	58, 60, 64, 66 and 67	250	12.6
	"	70, 71, 72, 78, 79	250	12.6
	"	84 to 87, inclusive	337	12.6
	"	89 to 92		
	"	98, 99, 100	150	12.6
	"	106 to 109, inclusive	193.8	12.6
	Accomac	28 to 32, inclusive	....	125

LIST OF REAL ESTATE.

OWNED AND USED FOR REVENUE PURPOSES BY THE
BOARD OF PUBLIC SCHOOLS.

No. of Lease.	Date of Lease.	Block	Street	Feet Front	Lot.	Annual Rent.	Ex'p's
1	Dec. 1833	84	Market and 4th	80	A	102 00	1888
2	Jan. 1836	84	Market and 4th	30	B	67 20	1883
4	Dec. 1833	84	Market and 4th	80	E	89 00	1888
11	Feb. 1834	68	Cherry - -	80	A	84 00	1884
12	April 1838	109	Fourth - -	33	4	103 12	1888
15	Feb. 1839	109	Fourth - -	33	1	99 00	1888
16	Feb. 1839	109	Fourth - -	33	2	103 12½	1888
17	M'rch 1843	109	Fourth - -	62	6	197 00	1889
34	Aug. 1840	160	Fifth - -	25	8	65 62½	1890
40	Aug. 1840	160	Fifth - -	25	16	100 00	1890
42	Aug. 1840	160	Fifth - -	25	19	73 07½	1890
43	Oct. 1839	160	Fifth - -	25	20	82 60	1889
44	Aug. 1840	160	Fifth - -	25	21	68 30	1890
46	Oct. 1889	160	Fifth - -	25	25	92 13	1889
47	Oct. 1839	160	Fifth - -	25	26	88 96	1889
48	Oct. 1839	160	Fifth - -	25	27	87 36	1889
49	Oct. 1839	160	Fifth - -	25	28	85 79	1889
52	Sept. 1841	160	Fifth - -	25	31	48 20	1891
58	Sept. 1841	160	Fourth - -	25	17	73 08	1892
59	Sept. 1841	160	Fourth - -	25	18	47 66	1892
64	July 1840	160	Fifth - -	25	14	61 50	1889
67	M'rch 1834	160	Fifth - -	25	2	68 75	1890
69	Dec. 1843	76	Fourth - -	25	E	103 12½	1889
75	Nov. 1844	76	Fourth - -	25	B	81 25	1889
79	Nov. 1844	76	Fourth - -	23	A	111 62½	1889
80	Aug. 1843	76	Fourth - -	25	D	75 00	1889
81	April 1843	109	Fourth - -	33	3	78 38	1889
8	Feb. 1845	160	Fourth - -	25	30	87 36	1889
85	Oct. 1839	160	Fifth - -	25	5	71 87½	1889
90	Aug. 1843	160	Fourth - -	76	22, 23 & 24	152 50	1890
91	June 1845	160	Fifth - -	25	4	66 00	1889
93	Sept. 1844	84	Market - -	36	C	100 00	1883
94	Sept. 1844	84	Market - -	30	D	65 00	1883
96	April 1846	160	Fifth - -	100	9, 10, 11, 12	243 75	1890
9	July 1846	109	Cerre - -	31	5	100 75	1888
110	May 1847	71 w	Broadway	255	A	1785 00	1872
156	Nov. 1847	160	Fourth - -	25	32	95 31	1889
223	Aug. 1848	160	Fifth - -	25	13	73 75	1889
262	Feb. 1867	68	Second - -	25	C	181 24	1891
537	Dec. 1861	587	Tenth - -	25	B	90 00	1871
540	Jan. 1862	69 x	Collins - -	40	D	120 00	1876
543	Nov. 1861	107	Spencer - -	34	A	117 60	1876
422	Aug. 1868	585	N 9th - -	20	B	90 00	1878
386	Aug. 1868	585	N 9th - -	27	S pt. C	121 50	1878
433	Aug. 1868	585	N 9th - -	13	N pt C	60 50	1878
208	Feb. 1843	68	Second - -	50	B	200 00	1893
325	Aug. 1870	888	8th - -	25	5	25 00	1880
287	Aug. 1867	592	16th - -	60	F	162 00	1877
340	Nov. 1867	591	14th - -	22	D	58 70	1877

LIST OF REAL ESTATE (CONTINUED).

No. of Lease.	Date of Lease.	Block.	Street.	Feet Front.	Lot.	Annual Rent.	Expr's
341	Nov. 1867	591	14th	22	D	58 70	1877
495	April 1870	892	7th	25	24	52 50	1880
490	April 1870	893	Carond. ave	50	23 & 24	135 00	1880
489	April 1870	884	Carond. ave	31	25	83 75	1880
384	April 1868	5x3	6th	19	A	94 20	1878
546	Feb 1868	85	Chesnut	22	E	22 00	1884
548	Mr'ch 1863	892	Eight	25	5	25 00	1873
560	Oct. 1862	853	Main	55	B	1 00	1877
573	Jan. 1863	592	Fifteenth	45	D	40 00	1873
574	June 1862	202	Jackson	25	6	120 00	1872
579	Jan. 1863	858	Front and Main	—	—	1 00	1883
584	Jan 1864	654	W. Mound	19	10	38 00	1871
585	May 1862	68	Second	23	D	224 00	1877
586	May 1862	68	Second	31	D	297 60	1877
589	June 1864	883	Eight	25	4	25 00	1874
591	June 1864	160	Fifth	25	1	187 50	1885
599	May 1864	200	Columbus	150	6 to 11	200 00	1874
602	May 1864	202	do & Jackson	296	14 to 16 20 to 34	333 83	1874
604	May 1864	202	Rutger	125	17 to 22	315 25	1874
607	Jan. 1864	584	Eight	15	E	45 00	1874
608	Jan 1864	584	Eight	15	E	45 00	1874
609	Jan 1864	584	Eight	25	G	75 00	1874
611	Jan. 1864	587	Tenth	30	A	45 62	1874
612	June 1864	888	Eight	25	6	25 00	1874
615	May 1864	651	W Mound	25	46	56 25	1874
616	May 1864	160	Fifth	25	7	137 50	1874
618	May 1863	653	W Mound	18	19	36 00	1873
622	Jan. 1864	584	Eight	25	4	75 00	1873
623	May 1864	200	Columbus	25	14	50 00	1874
624	July 1864	—	Davis	25	15	25 00	1874
625	July 1864	—	Davis	25	15	25 00	1874
626	July 1864	652	W Brooklin	25	39	62 50	1874
629	May 1864	200	Columbus	136	1 to 5	154 75	1874
630	May 1864	200	Columbus	61	15 to 16	152 20	1874
632	Mr'ch 1864	854	Front and Main	29	B	354 00	1874
633	Eeb 1865	892	Seventh	25	5	37 50	1875
637	April 1864	85	Chesnut	24	C	422 60	1874
640	Mr'ch 1864	586	Tenth	25	M	71 25	1874
642	Aug 1864	—	Davis	25	9	25 00	1874
643	June 1865	893	Seventh	25	1	37 50	1875
644	Aug 1864	—	Davis	25	2	25 00	1874
645	Aug. 1864	—	Davis	25	3	25 00	1874
646	Aug 1864	—	Davis	25	8	25 00	1874
649	Aug. 1864	—	Davis	25	13	25 00	1874
650	Aug. 1864	—	Davis	35	16	43 80	1874
651	May 1865	70 w	Broadway	30	A	43 75	1874
656	Aug. 1865	858	Front	256	S 1/2 of bl'ck	250 00	1875
659	July 1865	85	Chesnut	46	D	1497 33	1874
635	May 1863	653	W Mound	17	pt 18 & 19	35 60	1873
582	Aug 1867	584	N 7th	29	A	148 00	1877
656	April 1870	883	8th	31	1	50 20	1880
580	April 1868	854	Front	59	D & E	535 75	1878
660	July 1865	85	Chesnut	31	D	1497 33	1875
662	Mr'ch 1866	893	Seventh	25	2	87 50	1875
663	June 1865	—	Maiden Lane	25	52	87 50	1875
664	Sept 1865	—	Davis	50	11 & 12	25 00	1875

LIST OF REAL ESTATE (CONTINUED).

No of Lease	Date of Lease.	Block.	Street.	Feet Front.	Lot.	Annual Rent	Exp'rs
667	Oct. 1865	202	Jackson -	50	9 and 10	150 00	1875
668	Nov. 1865	202	Jackson -	25	11	75 00	1875
671	Sept. 1864	589	Thirteenth -	25	E	57 50	1874
672	Oct. 1864	—	Davis -	26to69	1	32 50	1874
678	Feb. 1865	202	Jackson -	25	8	62 50	1875
681	Dec. 1864	—	Davis -	25	4	31 25	1874
684	July 1865	—	Davis -	25	10	25 00	1875
685	May 1865	892	Seventh -	25	20	37 50	1875
690	Oct. 1864	—	Davis -	—	7	43 75	1874
691	Oct. 1864	590	Thirteenth -	25	E	57 50	1874
698	June 1866	656	W Brooklyn -	16	11	50 00	1876
697	M'rch 1867	854	Main -	24	A	297 00	1877
698	Oct. 1868	892	Seventh -	25	21	37 50	1874
702	Nov. 1866	853	Front and Plum	49	—	445 50	1876
704	Dec. 1866	851	Carondelet Ave	50	12 and 13	100 00	1876
705	May 1867	202	Columbus -	11	34	11 75	1877
706	May 1867	202	Jackson -	16	16	64 40	1877
708	April 1866	893	Seventh -	25	8	50 00	1876
709	June 1866	893	Carondelet Ave	25	17	62 50	1876
710	Jan. 1868	893	Carondelet Ave.	25	18	75 00	1877
712	Nov. 1867	583	Broadway -	20	A	216 00	1877
715	Dec. 1867	853	Front -	20	—	180 50	1877
716	Sept. 1867	69	Cherry -	51	O	497 92	1877
717	Oct. 1867	587	Eleventh -	17	F	71 40	1877
718	M'rch 1866	202	Carondelet Ave.	88	2 and 3	287 76	1876
720	M'rch 1866	68	Second -	28	E	588 00	1881
721	M'rch 1866	85	Third -	15	F	581 25	1875
723	July 1867	200	Kosciusko -	25	19	25 00	1877
724	July 1867	200	Kosciusko -	25	20	25 00	1877
725	July 1867	200	Kosciusko -	25	21	25 00	1877
726	July 1867	200	Kosciusko -	25	22	25 00	1877
727	July 1867	200	Kosciusko -	25	23	25 00	1877
731	April 1866	851	Seventh -	25	5	50 00	1876
733	M'rch 1868	592	Sixteenth -	25	E	56 25	1876
734	July 1867	69	Cherry -	53to57	A	936 00	1877
735	July 1867	584	Seventh -	30	B	150 00	1877
738	M'rch 1866	608	Eight -	36	—	145 00	1876
739	Dec. 1867	69	Cherry -	41	B	249 25	1892
741	Oct. 1866	852	Eighth -	50	1 and 2	75 00	1876
742	Feb. 1866	893	Seventh -	25	3	50 00	1876
744	M'rch 1866	85	Chesnut -	20	F	768 75	1875
745	Oct. 1867	853	Main -	34	—	1500 00	1872
680	Feb. 1865	892	Seventh -	25	14	37 50	1875
583	July 1865	200	Columbus -	25	13	56 20	1875
707	July 1864	—	Columbus -	—	—	180 00	—
746	Nov. 1867	590	Thirteenth -	90	A	297 00	1877
749	April 1868	586	Ninth -	30	H	135 00	1877
750	Oct. 1867	590	Thirteenth -	25	O	75 00	1877
751	Aug. 1868	588	Twelfth -	25	O	75 00	1877
752	Aug. 1868	585	Eighth -	19	H	85 88	1877
753	Aug. 1868	591	Fourteenth -	30	B	81 00	1877
755	Aug. 1878	587	Eleventh -	17	F	51 00	1877
756	Jan. 1868	591	Fourteenth -	21	O	56 72	1877
757	Aug. 1868	588	Twelfth -	40	F	121 30	1877
758	Aug. 1868	588	Twelfth -	25	E	75 00	1877
759	Aug. 1868	588	Twelfth -	25	D	75 00	1877

LIST OF REAL ESTATE (CONTINUED).

No. of Lease.	Date of Lease.	Block.	Street.	Feet Front.	Lot	Annual Rent.	Exp'rs
760	Aug. 1868	586	Tenth . . .	22	C	81 00	1878
761	April 1868	589	Thirteenth . . .	25	E	97 50	1877
762	Aug. 1868	589	Twelfth . . .	30	B	90 00	1878
763	Aug. 1868	587	Eleventh . . .	17	F	51 00	1877
764	Nov. 1867	587	Eleventh . . .	19	F	46 65	1877
765	Jan. 1868	587	Eleventh . . .	20	F	48 00	1877
766	July 1867	587	Eleventh . . .	25	F	60 00	1877
768	M'rch 1866	—	Davis . . .	25	3	52 55	1876
769	M'rch 1866	—	Davis . . .	25	4	50 00	1876
770	M'rch 1866	—	Davis . . .	25	5	50 00	1876
771	M'rch 1866	—	Davis . . .	25	6	50 00	1876
772	M'rch 1866	—	Davis . . .	25	7	50 00	1876
773	Oct. 1866	—	Davis . . .	50	8 & 9	100 00	1876
774	M'rch 1866	—	Davis . . .	25	10	38 75	1876
775	M'rch 1866	—	Davis . . .	16	11	39 83	1876
776	Jan. 1868	—	Davis . . .	28	12	33 60	1877
777	Feb. 1868	—	Davis . . .	56	13 & 14	67 20	1877
778	Jan. 1868	—	Davis . . .	28	15	33 60	1877
779	Jan. 1868	—	Davis . . .	28	16	33 60	1877
780	Jan. 1868	—	Davis . . .	42	17	61 80	1876
783	July 1869	583	Seventh . . .	48	E	218 83	1876
785	Dec. 1866	648	W. Mound . . .	25	43	75 00	1877
786	Aug. 1868	583	Broadway . . .	20	B	216 00	1877
787	Aug. 1867	591	Fourteenth . . .	21	C	56 70	1877
788	Oct. 1867	591	Fifteenth . . .	33	E	101 50	1877
789	Jan. 1868	592	Fifteenth . . .	35	B	105 00	1877
790	Jan. 1868	592	Fifteenth . . .	25	B	75 00	1877
791	July 1867	586	Ninth . . .	42	L	190 95	1877
792	Sept. 1867	590	Fourteenth . . .	48	D	145 32	1877
793	Aug. 1868	585	Eighth . . .	19	H	85 50	1877
794	Aug. 1868	585	Eighth . . .	20	F	90 00	1877
796	Aug. 1868	585	Eighth . . .	60	E	270 00	1877
797	M'rch 1868	592	Sixteenth . . .	25	E	56 25	1877
798	Aug. 1868	592	Fifteenth . . .	30	C	76 50	1877
799	Aug. 1868	589	Thirteenth . . .	27	F	82 88	1877
800	July 1867	586	Ninth . . .	30	K	135 00	1877
801	July 1866	592	Fifteenth . . .	25	I	75 00	1876
802	Feb. 1868	47	Third . . .	35	I	100 60	1878
803	July 1867	586	Ninth . . .	26	I	117 00	1877
804	July 1867	586	Ninth . . .	26	G	117 00	1877
805	July 1867	587	Eleventh . . .	35	G	84 00	1877
806	July 1867	587	Eleventh . . .	15	G	36 00	1877
807	July 1867	584	Seventh . . .	30	C	150 00	1877
808	July 1867	648	W Mound . . .	26	42	75 00	1877
809	July 1867	592	Sixteenth . . .	25	H	57 25	1877
810	Aug. 1867	587	Tenth . . .	20	D	70 40	1877
811	Aug. 1868	587	Tenth . . .	30	D	108 00	1877
812	Aug. 1868	585	Eighth . . .	15	E	67 50	1877
813	Sept. 1867	590	Thirteenth . . .	25	B	82 50	1877
814	Sept. 1867	588	Eleventh . . .	25	H	105 00	1877
815	Jan. 1868	202	Carondelet Ave.	30	I	150 00	1877
816	Aug. 1868	585	Eighth . . .	20	F	90 00	1877
818	Jan. 1868	592	Fifteenth . . .	30	A	90 00	1877
819	Aug. 1868	589	Thirteenth . . .	30	D	90 00	1877
820	Oct. 1867	591	Fifteenth . . .	26	E	75 00	1877
821	Nov. 1867	591	Fifteenth . . .	24	F	67 20	1877
822	Aug. 1868	589	Thirteenth . . .	27	F	83 78	1877

LIST OF REAL ESTATE (CONTINUED).

No. of Lease	Date of Lease.	Block.	Street.	Feet Front.	Lot.	Annual Rent.	Exp's
823	July 1867	160	Fifth	25	15	62 50	1875
825	Sept. 1867	590	Fourteenth	21	D	63 00	1877
827	Sept. 1867	590	Thirteenth	25	C	75 00	1877
830	April 1869	200	Columbus	25	12	100 00	—
831	Oct. 1868	588	Twelfth	25	G	50 00	1878
832	June 1868	200	Kosciusko	75	26, 27, 28	75 00	1878
833	Nov. 1868	184	Seventh	—	—	800 00	—
834	Feb. 1869	853	Main	258	A	2717 80	—
835	Feb. 1869	893	Seventh	25	7	50 00	1879
836	Nov. 1868	184	Chesnut	—	—	1800 00	—
837	—	586	Tenth	40	E	145 58	1878
838	Dec. 1868	71	Broadway	33	C	300 00	1878
839	Nov. 1868	648	W Mound	25	44	98 50	1878
840	Aug 1868	585	Eighth	19	G	85 88	1878
841	June 1868	586	Ninth	30	F	129 60	1878
842	June 1868	893	Carondelet Ave.	25	22	75 00	1878
843	Oct. 1868	583	Sixth	30	D	144 00	1878
844	June 1868	854	Front	29	E, C	265 50	1878
849	Feb. 1868	586	Tenth	22	B	81 00	1878
850	Oct 1868	587	Eleventh	25	H	67 50	1878
852	Nov. 1868	587	Tenth	25	I	112 50	1878
853	Sept; 1868	71	Broadway	41	B	431 45	1878
854	April 1868	854	Main	24	A	259 90	1878
855	Dec 1868	250	Hempstead	260	—	624 00	1878
856	June 1868	160	Fourth	25	29	305 00	1893
857	Jan. 1868	592	Sixteenth	55	A	133 05	1878
858	May 1868	652	W. Mound	19	63	68 40	1878
859	Aug. 1868	586	Tenth	40	D	144 00	1878
860	Sept 1868	70w	Broadway	39	B	585 00	1878
861	June 1868	854	Front	49	A	590 00	1878
862	Aug. 1868	586	Tenth	40	A	144 00	1878
863	Oct 1868	588	Eleventh	32	A	137 55	1878
864	June 1868	203	Jackson	98	—	50 00	1873
865	Sept 1867	583s	Broadway	51	C	574 20	1872
866	Jan. 1868	591	Fourteenth	16	A	48 00	1878
867	Jan. 1868	591	Fourteenth	34	A	102 00	1878
870	Nov 1868	588	Eleventh	32	A	187 55	1878
871	Nov. 1868	88	Front	—	B	450 00	1878
872	July 1869	—	Second	50	1 & 2	25 00	1879
873	Jan. 1869	88	Olive	36	A	1254 94	1894
874	March 1869	589	Twelfth	20	A	60 00	1879
875	Jan 1869	591	Fifteenth	27	G	74 13	1879
877	July 1867	158	Fifth	72	A	756 00	1894
878	Dec 1867	585	Eighth	15	E	67 50	1877
879	July 1869	76	Fourth	25	C	362 50	1879
880	Aug. 1869	—	Maiden Lane	25	44	30 00	1879
881	Feb. 1869	—	Maiden Lane	25	40	30 00	1879
882	Aug. 1869	—	Maiden Lane	25	39	30 00	1879
883	May 1869	—	Maiden Lane	41	23	49 00	1879
884	Aug. 1869	—	Maiden Lane	25	43	30 00	1879
885	Aug. 1869	—	Maiden Lane	25	43	30 00	1879
886	Aug. 1869	—	Maiden Lane	25	50	30 00	1879
887	Aug. 1869	—	Maiden Lane	25	50	30 00	1879
888	Aug 1869	892	Seventh	25	16	76 50	1879
890	Aug. 1869	—	Maiden Lane	50	25	50 00	1879
892	June 1869	—	Second	50	5 & 6	25 60	1879
894	June 1869	893	Seventh	25	6	—	1879

LIST OF REAL ESTATE (CONTINUED).

No. of Lease.	Date of Lease.	Block.	Street.	Feet Front.	Lot.	Annual Rent.	Expr's
895	June 1869	1769	Second . . .	50	7 and 8	—	1879
896	June 1869	—	Second . . .	50	3 and 4	25 00	1879
897	June 1869	653	W Mound . . .	—	17 and 18	153 00	1879
898	June 1869	—	Maiden Lane . . .	25	26	—	1879
899	Feb. 1869	—	Maiden Lane . . .	25	26	25 00	1879
901	Feb. 1869	158	Fourth . . .	122	F	732 00	1879
902	Feb. 1869	—	Maiden Lane . . .	25	48	30 00	1879
903	June 1869	892	Seventh . . .	40	19	108 00	1879
904	June 1869	892	Seventh . . .	35	17	94 50	1879
905	Mr'h 1869	589	Twelfth . . .	25	A	75 00	1879
906	Mr'h 1869	47	Carondelet ave . . .	25	3	75 00	1874
907	Mr'h 1869	589	Twelfth . . .	25	A	75 00	1879
909	July 1869	158	Fifth . . .	48	D. E.	518 00	1894
910	Feb 1870	656	W Brooklin . . .	16	11	50 00	1880
911	Feb 1870	656	W Brooklin . . .	16	12	50 00	1880
912	Mr'h 1870	107	Fourth . . .	32	1	580 60	1880
913	June 1869	892	Seventh . . .	25	15	67 50	1879
914	June 1868	591	Fifteenth . . .	20	G	54 00	1878
915	Aug 1870	202	Jackson . . .	30	4	144 00	1880
919	Feb 1869	—	Maiden Lane . . .	25	24	25 00	1874
917	April 1870	884	7th . . .	25	12	52 50	1880
924	April 1870	892	7th . . .	25	23	52 50	1880
923	April 1870	884	Carondelet ave . . .	25	15	67 50	1880
930	April 1870	883	8th . . .	25	2	37 50	1880
921	Feb 1869	591	14th . . .	25	I	67 50	1879
927	Aug. 1869	—	Maiden Lane . . .	25	40	30 00	1879
935	Feb 1870	587	10th . . .	30	C	102 50	1880
943	Aug. 1870	204	Jackson . . .	40	1	288 00	1880
942	Aug. 1870	204	Carondelet ave . . .	22	3	115 85	1880
946	May 1870	892	8th . . .	25	4	37 50	1880
933	Aug 1870	202	Jackson . . .	25	13	120 00	1880
934	May 1870	892	8th . . .	25	6	37 50	1880
940	Aug. 1868	202	Jackson . . .	25	5	112 50	1880
920	Aug. 1870	585	9th . . .	30	A	135 00	1878
929	June 1870	—	Maiden Lane . . .	25	46	30 00	1880
931	June 1870	892	5th . . .	25	2	37 50	1880
939	June 1870	—	Maiden Lane . . .	25	52	30 00	1880
960	June 1872	589	12th . . .	25	A	90 00	1882
955	June 1872	—	Near Fair Ground 2 Arp't	—	—	240 00	1877
926	Dec 1869	893	7th . . .	25	6	67 50	1879
944	Sept 1871	118	6th . . .	60	—	1200 00	1876
956	April 1872	69 & 70	Broadway . . .	106	—	2348 48	1882
945	July 1868	591	15th . . .	23	8	63 50	1878
938	April 1870	202	Jackson . . .	25	7	120 00	1880
941	April 1870	202	Jackson . . .	25	12	120 00	1880
918	April 1870	202	Columbus . . .	75	23, 24 & 25	178 50	1880
922	April 1870	892	7th . . .	25	22	42 50	1880
935	April 1870	852	7th . . .	75	9, 10 & 11	157 52	1880
936	Oct. 1870	892	8th . . .	25	3	37 50	1880
937	April 1871	654	Broadway . . .	83	1, 2, 3.	501 00	1881
948	Oct 1871	654	W Mound . . .	19	10	67 00	1831
957	Oct 1872	—	26th . . .	188	—	36 00	1882
958	Oct 1872	—	26th . . .	188	—	144 00	1882
916	April 1870	583	6th . . .	20	B	96 00	1880
949	April 1872	70 w	Broadway . . .	16	—	333 00	1882
950	April 1872	70 w	Broadway . . .	33	—	666 33	1882
953	April 1868	583	6th . . .	20	C	96 00	1878

COURSE OF STUDY AND TEXT BOOKS

WITH

TABULAR VIEWS.

- I. Tabular View of Studies in the District Schools.
- II. Remarks on the Tabular View.
- III. Oral Lessons in Natural Science.
- IV. Course of Study in Normal School.
- V. Course of Study in High School.
- VI. Course of German Instruction.
- VII. Course of Music Lessons.
- VIII. Text Books used in the Public Schools.

REMARKS

ON THE

TABULAR VIEW OF THE COURSE OF STUDY.

The course of study exhibited in the following scheme receives slight modification from year to year, to adapt it to the actual average results attained. The following remarks and cautions are to be borne in mind while consulting it :

I. It is not intended as a fixed standard which all schools and classes are forced to follow. It does, however, represent the fair average labor of classes in the District Schools.

II. Schools in the centre of the city can perhaps do a little more than the amount laid down in the quarter, while those in the suburbs, where classification is imperfect and attendance irregular, may not be able to do so much.

III. If a teacher is not able to take her class over so much work as is laid down in the tabular view for a quarter, and do this thoroughly in ten weeks, it should be sufficient reason for an investigation on her part into the reasons therefor. So if the contrary occurs, and more work is done than is laid down for the time. Classes are not of uniform capacity ; neither do all teachers possess the experience and judgment requisite to assign lessons of proper length. The tabular view will assist such in regulating the daily tasks.

IV. Teachers in the same grade should make frequent comparison of their results with those obtained by others. The two visiting days allowed by the Board, if used by teachers in examining departments of the same grade, will furnish exceedingly valuable information respecting methods of attaining to the requisite thoroughness.

V. This comparison of results, and the securing of uniformity in the sets of text-books used by pupils who are transferred from one school to the same grade in another, are the chief advantages

expected to be derived from grading and fixing the course of study. It furnishes a convenient scale of twenty-eight degrees upon which are classified the pupils of our schools. Any grade may begin at any time in the year if a class is ready to enter it; no class need wait till the end of the quarter to commence another quarter's work when they are prepared for it.

That there should be uniformity in respect to the degree of progress required in other branches at the period of taking up any given study, is too obvious to need discussion.

SYLLABUS OF LESSONS
IN
NATURAL SCIENCE.

RULE OF THE BOARD.

The course of instruction in Natural Science herewith adopted shall be taught in *oral lessons*, *one hour* being set apart on *Wednesday afternoon of each week* for the purposes of said instruction.

COURSE OF INSTRUCTION.

SEVENTH GRADE, or first year in school: Plants or outline of Botany.

First quarter: Flowers, their structure, color, perfume, habits and shapes.

Second quarter: Leaves, fruits, seeds, their shape, &c., uses, sap, decay.

Third quarter: Buds, roots, their purpose, stalks and trunks, bark of plants, wood.

Fourth quarter: Circulation of sap, what is made from sap, sleep of plants, &c. Review of topics for the year.

SIXTH GRADE, or second year in school: Animals, i. e. outline of Zoology or Physiology.

First quarter: Blood, what it makes; how it is made. The ground, what comes from it as food for animals; stomach and teeth; circulation of the blood.

Second quarter: Breathing; brain and nerves; use of the senses; seeing; protection of the eyes; hearing; smell; taste; touch; the bones; muscles.

Third quarter: Brains and nerves in animals compared with those in man; limbs of animals and their uses: the hand in man and its substitutes in animals; what instruments and tools animals possess for attack and defence.

Fourth quarter: Wings and fins; clothing of man and animals; wherein man is superior to animals; intelligence of animals; sleep, its uses; death, what it is. Review of the year.

FIFTH GRADE, or third year in school: Elements of Physical Nature.

First quarter: Air; wind; flying and swimming compared; pressure of the air, pumps, barometer, air-pumps, pop-guns, gases distinguished from liquids, gunpowder.

Second quarter: Balloons, bubbles, heated air, chimneys, draft and ventilation, uses of water, water-level, pressure of water, attraction in solids and in liquids.

Third quarter: Water in the air, clouds, snow, frost and ice, heat and cold, communication or conduction of heat, effects of heat, steam, light, color, electricity, magnetism.

Fourth quarter: Gravitation, motion of the earth, friction. Review of the year.

FOURTH GRADE, or fourth year in school: A more thorough course in Botany.

First quarter: Modes of studying parts of plants: Leaf, stem, inflorescence, flower, root, seed, woody plants, fruit, illustrating by familiar examples.

Second quarter: The difference in species of TREES, their habits, place of growth and uses to man: Pine, cedar, willow, oak, beech, maple, walnut, hickory, sycamore, ash, poplar, birch, (what "deciduous" and "evergreen" signify), magnolia, live-oak, honey locust, banyan, laurel, mosses.

Third quarter: FOOD PLANTS, (1) wheat, barley, oats, rye, Indian corn, rice, (2) potatoes, yams, beets, turnips, onions, beans, peas, (3) apples, peaches, pears, plums, cherries, oranges, bananas, lemons, bread fruit, dates, pine-apples, figs, grapes, (4) sago, tapioca, sugar-cane, cocoa-nut palm (its various uses), (5) pepper, cinnamon, cloves, nutmegs, vanilla, (6) tea, coffee, cocoa, mate, (7) Iceland moss.

Fourth quarter : PLANTS USEFUL IN THE ARTS, (1) indigo, log-wood, (2) olive (oil), flax seed (oil), pine (turpentine, resin, tar), (3) caoutchouc, gutta percha; MEDICINAL PLANTS AND STIMULANTS: Sarsaparilla, Cinchona (quinine), aloe, tobacco, opium, rhubarb; PLANTS VALUABLE FOR CLOTHING: Cotton, flax, hemp.

THIRD GRADE, or fifth year in school.

First quarter : Classification of ANIMALS, their differences and resemblances. I. *Vertebrates* : A) Mammals : a) orang-outang, monkey; b) bear, cat, dog, lion, panther, tiger, cougar, wolf, leopard; c) kangaroo, opossum; d) beaver, squirrel, rat, mouse; e) sloth, ant-eater; f) elephant, rhinoceros, hippopotamus, horse, hog; g) camel, llama, camelpard, deer, goat, ox, sheep; h) whale, dolphin, walrus, porpoise, seal. B) Birds : a) vulture, eagle, hawk, owl; b) parrot, wood-pecker, cuckoo, toucan; c) lark, robin, swallow, sparrow, mocking bird; d) domestic fowl, quail, pigeon, peacock, turkey, partridge; e) ostrich, stork, crane, duck, swan, penguin, goose, pelican. C) Reptiles : a) lizard, crocodile, alligator; b) toad, frog, turtle; c) rattle-snake, boa constrictor, python, cobra. D) Fishes : Pike, salmon, cod, mackerel, shad, shark, flying fish, cat-fish, trout, herring, sardine. II. *Molluscs* : Oyster, clam, pearl oyster, snail. III. *Articulates* : Lobster, craw-fish, worm, spider, insect (honey-bee, silkworm, cochineal, fly, wasp, butterfly, &c.) IV. *Radiates* : Corals, animalcules.

Second quarter : PHYSIOLOGY, 1) Bones (preservation of teeth), 2) skin (its membranes, pores, perspiration, cleanliness), 3) flesh, (fat, muscles, tendons), 4) circulation of blood (veins, arteries, the heart), 5) breathing, (lungs, effect on the blood), 6) digestion (chyme, chyle, food and drink), 7) nerves (brain, five senses and how to use them), 8) voluntary and involuntary motion, effect of exercise, 9) sleep, disease, death, 10) proper hygienic habits (eating, drinking, sleeping, exercise, bathing, sitting in a draft of air, tight lacing, cramping the lungs, breathing pure air, keeping feet warm and head cool, &c.)

Third quarter : NATURAL PHILOSOPHY: 1) Gravitation and pressure, (weights, pump, barometer, pendulum); 2) cohesion (glue, paste, mortar, cement, &c.); 3) capillary attraction (lamp-wick, sap, sponge, sugar, &c.); 4) mechanical

powers (lever, pulley, inclined plane, wedge and screw—friction); 5) heat (sun, combustion, friction, effect on bodies, steam, thermometer, conduction, clothing, cooking, &c.); 6) light (sources, reflection, looking-glass, refraction, spectacles, microscope, prism, telescope, effect on growing bodies, photograph); 7) electricity (lightning, sealing-wax experiments, &c.); 8) magnetism (mariner's compass, horse-shoe magnet, telegraph).

Fourth quarter : ASTRONOMY: 1) Stars (some idea of size and distance), 2) solar system, a) sun (sources of light and heat, its size, spots), b) planets (their relative distances from the sun, Venus and Jupiter, morning and evening stars, Saturn and his rings), c) Satellites or moons (number of them), d) comets, e) orbits (or paths of planets, moons and comets), f) eclipses (of sun, of moon), g) seasons, h) phases of moon.

SECOND GRADE, or sixth year of the course, should take up a special course in Physical Geography, as follows:

First quarter : Geology, structure of land, form of continents, islands, mountains and valleys, plateaus, plains, volcanoes, and earthquakes.

Second quarter : The water; springs, rivers, lakes, the ocean, tides, waves, winds, currents, relation to commerce and climate.

Third quarter : Meteorology; the atmosphere, temperature, the winds, moisture of atmosphere, dew, fogs, rain, snow and hail, climate, electrical and optical phenomena of the atmosphere.

Fourth quarter : Organic life, botany, zoology, ethnography, relation of plants, animals and men to their place of abode.

FIRST GRADE: Special course in Natural Philosophy, as illustrated in familiar objects, natural and artificial.

First quarter : Matter and its properties: force, molecular forces, gravitation and weight, specific gravity, center of gravity, motion, action and reaction, compound motion.

Second quarter : Machinery; friction, strength of materials, use of materials in construction, hydrostatics and capillary attraction, hydraulics, pneumatics, acoustics.

Third quarter : Heat and its sources, communication and effects; steam-engine; warming and ventilation; meteoro-

logical instruments, thermometer, barometer, hygrometer, rain-gauge, anemometer; classes of clouds; classes of winds; meteors and aerolites, aurora borealis; halos; circulation of water through the processes of evaporation, clouds, rain, springs, rivers, ocean, &c.

Fourth quarter: Light; sources, reflection, prismatic spectrum; structure of the eye; optical instruments, telescope, microscope, &c.; electricity, magnetism; electro-magnetism; telegraph.

REMARKS ON THE METHOD OF TEACHING THIS, SYLLABUS.

1. The teacher must not consider herself required to go over all the topics in any given quarter. She must not attempt to do any more than she can do in a proper manner. If it happens that only the first two or three topics are all that can be dealt with profitably, the teacher must not allow herself to undertake any more.

2. In case the teacher finds that the topics of any given quarter are not arranged in such an order that she can take them up to the best advantage, she is at liberty to change that order; but she must not proceed to the work of a new quarter or to any portion of it until she has first given ten weekly lessons on the quarter's work she has begun.

3. No more than ten weekly lessons should be given on the work laid down for a quarter. When these have been given, proceed to the work of the next quarter, whether the topics of the quarter in hand have all been considered, or only a very small portion of them.

Remark.

The course is arranged with reference to *method* rather than quantity or exhaustiveness. If only one topic is thoroughly discussed in each quarter of the first year, some very important ideas will be gained of the science of botany. In the fourth year of the course, the pupil will come round to the subject again and can deepen his insight into the methods of studying the world of plants, learn the general outlines of classification adopted, and train his observing powers. When he comes to

the sixth year of the course, he will again touch upon the subject in such a manner as to see the province this subject occupies in the world of nature, and its general bearings upon other fields of investigation.

The question will be asked : Why not reduce the number of topics under a given subject to the number that can be actually discussed by the teacher ?

The answer is: 1) A selection of topics from a comparatively full enumeration of them is best left to the individual teacher. 2) The exact number of topics that can be profitably discussed by teachers will vary with their capacities; moreover, it will vary from year to year as teachers become familiar with the course; hence it is necessary to have a variety and to have topics enough for the most rapid classes. 3) It is, moreover, important to keep constantly before the teacher a full outline of the subject so as to prevent the (very common) tendency to treat a theme in its narrow application only and to omit its general bearings.

General Plan of the Course.

It will be observed that in the seven years' course there is a spiral movement, or recurrence of the same topics: 1) The subjects of Natural Science, a) the plant, b) the animal, c) the physical elements and mechanical powers—constitute a primary course of three years; so that even those who receive the minimum of school education shall acquire some insight into the elements and instrumentalities which play so important a part in the industrial age in which they live. 2) In the fourth and fifth years these subjects of Natural Science are all taken up again in a second course and much more scientifically developed: a) Botany, its method and practical application; b) Zoology and Human Physiology; c) motion and force in masses, in particles, and as applied in the mechanical powers; d) Astronomy (forming a transition to the grammar school course in Physical Geography); five years is the average attendance on our schools; hence the average pupil will get two courses in Natural Sciences. 3) In the sixth and seventh years of the district schools a third course in Natural Science is given, in which begin to appear more clearly in outline the several sciences. a) Under Natural History or organic nature: Geology, Meteorology, Botany, Zoology, Ethnology. b) Under Natural Philosophy, or Physics: Matter, force and motion, machinery, molecular forces and instruments involving their application.

4. In teaching Natural Science it is of the greatest importance to select typical objects or facts; i. e. objects or phenomena that are types of a large class by reason of the fact that they manifest all of the chief properties or attributes common to the other individuals of the class, and at the same time manifest them in the most obvious manner. It would not do, for instance, to select an object in which the properties to be illustrated were not well developed, nor an object with which the pupils were not familiar.

5. Every lesson should be given in such a way as to draw out the perceptive powers of the pupil by leading him to reflect on what he sees or to analyze the object before him. It is at first thought strange—although it is true—that powers of observation are to be strengthened only by teaching the pupil to *think* upon what he sees. The process is one of division (analysis) and classification, and secondly of tracing causal relations: hence the questions most frequent are: “What qualities or properties has this object (exhibiting the same)? What separate actions or movements form the steps or stages in a process? What other objects and processes have the same? (classification). What relation of this object or phenomenon to others, whether as to cause and effect, or as to means and end?”

6. *How to conduct a lesson:* a) Prepare yourself beforehand on the subject of the lesson of the week, fixing in your mind exactly what subjects you will bring up, just what definitions and illustrations you will give or draw out of the class. All must be marked and written down in the form of a synopsis. The black-board is the most valuable appliance in oral lessons: on it should be written the technical words discussed, the classification of the knowledge brought out in the recitation, and, whenever possible, illustrative drawings. b) Pains should be taken to select passages from the reference books, or from other books illustrative of the subject under discussion, to be read to the class with explanation and conversation. c) Wherever the subject is of such a nature as to allow of it, the teacher should bring in real objects illustrative of it and encourage the children to do the same. d) But more stress should be laid on a direct appeal to their experience, encouraging them to describe what they have seen and heard, and arousing habits of reflection, and enabling the pupil to acquire a good command of language. e) Great care must be taken by the teacher not to burden the pupil with too many new technical phrases at a time, nor to fall into the

opposite error of using only the loose common vocabulary of ordinary life which lacks scientific precision.

7. *How to use the Reference Books :*

a) *In the first course, extending through the seventh, sixth and fifth grades, Hooker's Child's Book of Nature should be followed for the most part, with such hints as to method as are to be gained from a study of Calkins's Primary Object Lessons. SEVENTH GRADE. First quarter : Study and use such portions of the first ten chapters of Hooker's Part I. as you can make available. Second quarter : Chapters XI to XXI of the same book. Third quarter : Chapters XXII to XXVIII. Fourth quarter : Chapters XXIX to XXXIII. SIXTH GRADE. First quarter : Chapters I to VII of Hooker's Part II. Second quarter : Chapters VIII to XVIII. Third quarter : Chapters XIX to XXV. Fourth quarter : Chapters XXVI to XXXIII. FIFTH GRADE. First quarter : Chapters I to X of Hooker's Part III. Second quarter : Chapters XI to XVIII. Third quarter : Chapters XIX to XXXI. Fourth quarter : Chapters XXXII to XXXV. Calkins's Object Lessons, pp. 15 to 50, should be studied in the seventh grade ; pp. 401 to 431 will be of great service in the sixth grade, and the same book, pp. 139 to 190 and pp. 339 to 400 will be of equal service in the fifth grade.*

b) *In the second course, extending through the fourth and third grades, Youmans' First Book of Botany should be studied for method and material for the lessons given in the first quarter of the FOURTH GRADE. Only a few selections can be made on account of lack of time, but these should be of the most suggestive order. For second, third and fourth quarters of the FOURTH GRADE, Warren's Physical Geography will furnish classification, description and facts (pp. 70 to 78, new edition). THIRD GRADE: First quarter : Warren's Physical Geography, pp. 78 to 85. Second quarter : Refer to Draper's Physiology for information ; use the "Syllabus of Physiology" for further suggestions. Third quarter : Use Hotze's First Lessons in Physics for method, and Wells' Natural Philosophy for information. Fourth quarter : Use Warren's Physical Geography, pp. 5 to 8, and Steele's Fourteen Weeks in Astronomy.*

c) *In the third course, extending through the second and first grades, Warren's Physical Geography should be used for the first year, and Wells' Natural Philosophy for the second year. Constant reference should be made to Tate's Natural Philos-*

ophy, Brande's Dictionary, and other books. The Public School Library is free to teachers as a Reference Library. A set of colored illustration-charts is given to each school; many things can best be taught by means of charts.

8. Although instruction in Natural Science in this course is confined to one hour per week, yet it is expected that what is taught in these lessons will be referred to frequently in the regular course of study. Whenever, for instance, any of the subjects treated in this course of instruction come up in teaching the other branches, an exposition of their scientific phases should be required of the pupils. This will apply to the subject of Geography more than to the others. Arithmetic, History, and the Reading lesson will occasionally furnish references to one or more of the provinces here mapped out.

9. In connection with the Geography, History and Grammar lessons a study of MAN should be carried on parallel to the study of material nature in the weekly oral lessons. The outlines of this study embrace: *1st*, Physiology, or science of man as a body; this comes under Natural Science; *2d*, Ethnology, or study of man as conditioned in development by his surroundings, climate, race, &c.; *3d*, Wants and necessities of food, clothing, shelter, and the relation of these to the world, animal, vegetable and mineral; *4th*, Language and its divisions and structure; *5th*, States of Society; *6th*, Employments and occupations; *7th*, Government; *8th*, Religions. A synopsis of the entire course of instruction in the District Schools is printed in a separate circular accompanying this.

10. Compositions should be written subsequent to the oral lessons, on the topics discussed. They should be short and to the point and always in the pupil's own words. Further directions on this point are given in the circular containing the synopsis above referred to.

1. *Resume.* To name once more in a brief manner the cardinal points to be kept in mind constantly by the teacher:

a) Take up only so many of the topics laid down for any given quarter as can be discussed thoroughly without overburdening the pupil's memory or distracting his power of attention.

b) Never take up a topic that you are unable to explain and illustrate so clearly as to make the pupil understand it; avoid all phases of the subject that will tend to confuse rather than enlighten.

c) Spend only ten weeks on the work of a given quarter, whether you do little or much in it; proceed then to the topics of the next quarter.

d) Relieve the hour's work by as much variety as possible: *first*, reading and explaining something adapted to the capacity of your pupils; *secondly*, drawing out in a conversational manner the experience and information which your scholars already possess on the subject; *thirdly*, exhibiting the visible objects which you or the pupils have brought to illustrate the lesson, and requiring the pupils to notice and name the properties, qualities, parts and attributes; *fourthly*, never omitting to show by a synopsis on the black board what has been discussed in the lesson, its classification and relation.

e) Require short weekly compositions of the pupils above the fifth grade, in which they express in their own language their ideas on the subjects treated in the oral lessons.

NORMAL SCHOOL—Course of Study.

FOURTH CLASS. Time, 20 Weeks.	JUNIOR CLASS. Time, 20 Weeks.	MIDDLE CLASS. Time, 20 Weeks.	SENIOR CLASS. Time, 20 Weeks.
Reading. Physiology. Algebra. History (General). Latin. Writing.	Algebra. Latin. Geography (Physical). Geometry. Natural Philosophy.	Teaching Exercises. Latin. Geography (Physical). Arithmetic. Constitution of United States. English Literature. Theory and Art of Teaching.	Teaching Exercises. Reading. Latin. Writing. Geography (Political). Arithmetic. Theory and Art of Teaching. Grammar Review.
Zoology. Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.	Zoology. Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.	Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.	Composition. Drawing. Singing. Spelling. Mental Arithmetic. Calisthenics.

All Recitations are conducted with special reference to the modes of teaching the branch of study under consideration. Teaching Exercises in all studies are required in the Fourth and Junior Classes to be given to the Class. The Teaching Exercises indicated in the Middle and Senior Classes are before the whole school.

HIGH SCHOOL.

GENERAL COURSE.

JUNIOR OR FIRST YEAR.—Algebra, English Analysis, Physical Geography, Latin, or German and Latin, Drawing.

SECOND YEAR.—Geometry, Natural Philosophy and Chemistry, Physiology, Latin or German, Book-keeping (optional).

THIRD YEAR.—Trigonometry, or Natural History, Astronomy (optional), Manual of Art (optional), Universal History, Latin, or German, or French.

SENIOR OR FOURTH YEAR.—Analytical Geometry and Calculus, or Review Mathematics (optional to girls), Shakespeare, History of English Literature, Latin, or German, or French, Mental and Moral Philosophy (optional to girls), Constitution U. S. (one quarter.)

Music and Rhetoricals throughout the course.

The Classical Course differs from the General only in the following particulars:

Junior Year—Latin, instead of German and Latin.

Second Year—Greek, instead of Philosophy and Chemistry.

Third Year—Greek, instead of Trigonometry or Nat. Hist.

Senior Year—Greek, instead of Philosophy.

STUDY OF GERMAN.

COURSE OF INSTRUCTION.

SEVENTH GRADE.—“Lessons on Objects,” 1st, 2d and 3d quarters.

General division of Subjects, and Time allowed.

1. School	5 weeks	} Real objects to be used for demonstration.
2. Human Body	5 “	
3. Animals, plants and minerals	10 “	} Schreiber's Bilder zum Anschauungs- unterricht.
4. House and Home	5 “	
5. City	5 “	

In schools in which Struëbing's pictures are used instead of Schreiber's, a modification of the general division of subjects takes place. It is not supposed that the 7th grade can accomplish more than is contained on pages 9 to 51 of the guide accompanying the pictures. The teachers will modify or omit such parts of the lessons as are not adapted to the wants of our schools, for instance, § 2, 21, &c., of the Guide. In regard to the use of the pictures and the method of teaching, the Guide will be found to contain many valuable hints (see pages 7 and 41 of the Guide). In all lessons either the object itself or a picture of it must be used. Without this an object lesson does not deserve its name.

Each teacher is required to use her own judgment in devising and writing out a plan for the arrangement of the sub-divisions, adapting it to the special conditions of the several schools. These exercises are conducted with regard to Orthoepey. Bad pronunciation, which pupils are very likely to have acquired before they are sent to school, is to be corrected and habits of distinct articulation to be established. Scholars are taught to distinguish between similar sounds: (ä, e, ö; ü, i; eu, ei, ai; b, p; g, t, d; b, t, &c.) These exercises prepare them for the

phonetic lessons in Primer I. and for the study of Orthography. Proper care is taken already in this grade to engender in the pupils that sense of order essential to the spirit of firm discipline required in our school system. They must not be allowed to sit or stand in an improper way; they must be trained to give their full attention to the recitation of others as well as to the words of their teacher, to speak loud and distinctly, and *to use complete sentences*. Securing the habit of attention is a very important part of the work in this grade. Small children are rarely capable of fixing their attention for many minutes on the same subject, and this power is attained only by degrees. Therefore the recitations should be made very short in the beginning, so as not to tax the children beyond their capacity and the natural conditions of their age. They should be increased in duration as the pupil's capacity grows under the teacher's efforts.

4th quarter: Review of "Lessons on Objects," and exercises in writing and reading German script, preparatory to Berg's Primer I. pages 5-18. The phonetic method is to be used (see article on *Leseunterricht* in *Diesterweg's Wegweiser*).

SIXTH GRADE—*Reading and Writing.*

Berg's Primer I. 1st quarter: pages 5-20.

" " 2d " " 21-34 and review.

" " II. 3d " " 1-19.

" " 4th " " 20-32 and 35-46.

Questions are asked on the reading-pieces in regard to their contents and grammar, which the pupils are required to answer in complete sentences. These oral exercises are conducted together with the reading lessons in *all grades* and form an important, perhaps their most important part. They are designed to establish early habits of solid, earnest and thoughtful reading. *Schreiber's* or *Struëbing's Bilder* are used in all the lower grades whenever they can serve to illustrate and explain pieces in the readers. In the 2d and 3d quarters poems are learned by heart (Primer II., Nos. 2, 4a, 8, 10, 16 and 18).

Grammar. Syllables; long and short syllables (*Dehnung und Schärfung*), Umlaut. Grammar in this grade as well as in the others is to be taught only in connection with the readers. Copying from the readers, though continued through all the grades, forms the *principal* grammatical exercises in the lower rooms, as it obliges the scholar to notice the form and spelling

of the elements, and to give to each word in the sentence a due share of his attention, which in reading is confined very often to the principal words that express the idea (*Begriffswörter*), while those which exhibit the relation (*Formwörter*) are neglected. It allows the pupil to accumulate a stock of grammatical experience (because in copying he is bound to notice even niceties which otherwise would escape his attention) that will then be sifted, categorized and arranged by the formal study of grammar in the higher grades. It engenders a spirit of observation and prevents the scholars from flying over the pages in undue haste. These writing exercises also allow the teacher to direct and control the home studies in a very efficient way, and to keep one class of the pupils busy while another class is reciting. At the same time they prepare for the work of the fifth grade (e. g. dictation exercises and composition).

FIFTH GRADE.—*Reading*. 1st quarter: Berg's Primer II., pages 46-60, 20-23, and Review. 2d quarter: Witter's 2d German Reader, Nos. 120, 49, 119, 61, 123, 56, 124, 50, 129, 53, 130, 63, 128, 64, 117, 69, 122. 3d quarter: Nos. 144, 78, 121, 68, 125, 81, 143, 82, 140, 100, 148, 73, 118, 89, 149, 79, 135, 77, 126, 127, 109, 137. 4th quarter: Nos. 139, 97, 146, 60, 147, 54, 131, 55, 141, 106, 150, 105, 187, 186, 196, 65, 206, 212, 211.

Part of the poetry is learned by heart. In this grade great care must be taken to make the scholars read with proper expression, and to do away at once with any bad habit of sing-song or monotonous reading, which perhaps may have been (though it should not) acquired in the drill-work on syllables, words and descriptive pieces of the preceding grade. The expression with which a scholar reads is an excellent test of the training which he has gone through and of his mental capacity. His expression in reading will show at once whether the pupil penetrates through the words to the contents of a piece; whether his mind is in a continual and close contact with the *meaning* of the words he is reading, and is receiving the full and lively impression of their *sense*, or whether they appear to him almost unlinked to each other, unchained to any meaning, so that at the very best they have evidently produced in him but a vague, dim and nebulous *impression* of the meaning they are intended to convey. Expression and impression stand in such close relation to each other, that want of *expression* usually shows want of *impression*, too; or, in other words, the pupil who

does not read with good expression does not understand what he is reading.

Writing. Exercises in copying from the reader. The most important part of the work of this grade is to accustom the pupil to exactness and order. He is to be taught in conformity with the rules of the Spencerian system, as far as they can be applied to writing German, especially in regard to position and pen-holding. We can hardly expect to see in slate-writing letters as beautifully and well written as we can obtain in the copy-book work of the higher grades. But here already some part of the work of those grades can be done. We can already lay stress on the *equal height* of the letters, on *writing carefully on the lines*, on *smooth light and heavy lines*, on *equal distance*, *direction* and *size* of the letters.

Grammatical exercises, i. e. analytical ones in connection with the Readers. Distinction between sound and name of letters; hard, soft, long and short sounds. Noun (without declension), Article, Adjective, Gender and Number. *Enumeration of objects in the form of small compositions*: Each of the latter exercises has to be carefully prepared at school, and the pupils ought not to do them at home before they are able to write them without any assistance. *Dictation exercises* commence in this grade and are continued regularly through all the grades. They are in this grade taken from pieces that have recently been read and are quite familiar to the scholars. They will show whether the pupil has studied and mastered his reading lesson, as in this case he must be able to write correctly any part of it which the teacher may dictate. These exercises should be very short generally, and not consume more time than is indispensably needed. One sentence of five to eight words at a time will suffice. In dictating, the teacher should not repeat the words more than twice.

FOURTH GRADE.—*Reading.* First quarter: 99, 218, 66, 98, 113, 114, 110, 158, 159, 195, 213, 199, 180, 67. Second quarter: 111, 112, 142, 136, 184, 201, 205. Third quarter: Witter's Third German Reader, pages 1-32. Fourth quarter: Witter's 3d German Reader, pages 32-58. Part of the poetry is committed to memory, *with the names of the authors*. The remarks made in the fifth and sixth grades apply also to the fourth. The pieces of the readers should be made useful in three respects: Correct reading, beautiful reading, and as subjects for grammatical exercises.

Penmanship. Witter's copy-books. Copying from the Readers. Position and pen-holding, as prescribed by the Spencerian system. More weight is to be attached to the equal height of letters, to writing on the lines, to equal distance, light and heavy lines, direction and size of long letters, than even to a more or less beautiful form of the letters in this grade. Not the lessons set aside for the teaching of penmanship alone are to be considered sufficient for this study, but all other lessons which involve writing work in that direction, or, to say the least, ought not to work against it. Considering this, the pupils should not be allowed to write their dictation or grammatical exercises in a slovenly way. They should not be burdened with more work in either of these studies than they can do well and in good writing.

Grammatical exercises (from the Reader, i. e. analytical): Roots and endings, declensions, pronouns, simple sentences, attributes, inverted sentences transposed.

The Synthetic exercises, in the form of *short compositions*, to be continued: *a*, Enumeration of objects; *b*, Descriptive sentences answering a certain set of questions—e. g., *Was? Theile? Woraus? Von wem? Wozu?* These exercises have to be carefully prepared in school before they are assigned to be written at home. *Dictation exercises* from the pieces read.

THIRD GRADE.—Reading. Witter's Third Reader: First quarter, pages 58–76; second quarter, pages 76–104; third quarter, 104–142; fourth quarter, 142–181. Some of the poems learned by heart.

Writing. Witter's copy-books: Copying from the Reader.

Grammatical exercises. *Pronouns* (continuation and review): *Adverbs*, Present, Past and Future Tense of the *Verb* (Active voice, Indic. mood); *Comparison*, *Objective* elements of the first and second class. *Punctuation*: Comma before *welcher*, *der*, *das*.

Synthetic exercises, in the form of *short compositions*: Descriptive sentences on questions. Answers to questions on reading pieces given in writing by the pupils. Small compositions on subjects that were treated in the object lessons of the seventh grade. These exercises must be carefully prepared in school. In correcting them, the teacher will not *correct*, but *mark* the mistakes, and then look over them again in order to see if they

have been corrected by the pupils. *Dictation exercises* from the reading pieces. Poems that have been committed to memory are written by rote.

Anglo-American Classes—Berg's Primer I. and II. In the third quarter of this grade Ahn's Method of Learning German is taken up, and part of the time spent in translating Lessons 1 to 30 inclusive. Exercises in speaking. Pupils are taught to understand German questions which occur frequently, and to answer them in the same language. Small poems learned by heart.

SECOND GRADE.—*Reading.* Witter's Third Reader: First quarter, 181-224; second, 224-270; third, 270-317; fourth, 317-385. Poetry committed to memory.

Writing—Witter's copy-books: Copying from the Reader.

Grammatical exercises (analytical; in connection with the Reader). *Verb* (transitive and intransitive, personal and impersonal, etc.), *Conjunction*, *Interjection*, *Preposition*, *Clauses*, and *Punctuation*.

Synthetical exercises—Same as in grade No. 3, but on more difficult subjects; reproduction, extension, and change of easy pieces from the reader. The remarks on these exercises in the 3d grade apply also to this grade. *Short dictation exercises* from classical authors; one or two lines at a time are sufficient.

Anglo-American Classes—Ahn's Method, Exercises in speaking, reading, and writing. Poems learned by heart.

FIRST GRADE.—In this grade the theoretical study of German grammar as a separate branch of study is taken up:

1st quarter: Ahn's Course II. §§ 1-14 (to bottom of p. 13).

2d " " " " 14-20 incl. and review.

3d " " " " 21-44 "

4th " " " " 45-55 "

Reading lessons, 1, 2 and 3, pages 92-93.

TEXT-BOOKS IN THE PUBLIC SCHOOLS.

DISTRICT SCHOOLS.

McGuffey's (Leigh's Phonetic) Primer, First Reader, and Charts; McGuffey's Second, Third, Fourth, Fifth, and Sixth Readers; Grammar, Greene's Introduction; Robinson's Intellectual Arithmetic and Progressive Practical Arithmetic; Felter's First Lessons, Primary and Intermediate Arithmetic; Worces-

ter's Speller and Primary Dictionary; Seavey's (Goodrich's) History of the United States; Berg's First and Second German Primers; Witter's Second and Third German Readers; Dessar's German Grammar; Ahn's First and Second Course; Warren's Primary and Common School Geographies; Spencer's System of Penmanship; Witter's System of German Penmanship; Song Garden, Parts First and Second; Bartholomew's Drawing Cards.

NORMAL SCHOOL.

Arithmetic—D. P. Colburn.

Geometry—Evans.

Physical Geography—Colton, Warren and Guyot.

Natural Philosophy—Hooker.

Mental Philosophy—Haven.

Penmanship—Spencer.

Reading—Hillard, and Sargent.

Algebra—Sherwin.

Geography—Mitchell, Colton and Guyot.

History—Wilson.

English Grammar—Greene.

Vocal Music—The Song Garden, Concone's Vocal Exercises, and Adam's Vocal Album.

Physiology—Loomis.

Constitution of U. S.—Townsend.

Theory and Art of Teaching—Wickersham and Sheldon.

History of English Literature—Cleveland and Collier.

Latin—Andrews and Stoddard's Latin Grammar; Crosby's Eclogæ Latinæ.

Spelling—Worcester.

Composition—Parker.

Drawing—Bartholomew.

HIGH SCHOOL.

English Literature—Collier's History of English Literature.

Latin—Smith's Principia, Part I., or Allen's Latin Lessons and Grammar; Hanson's Latin Prose Book; Andrews and Stoddard's Latin Grammar; Bowen's, Harper's, or Hanson's Virgil; Andrews' or Anthon's Latin Lexicon.

Greek—Harkness' 1st Greek Book; Crosby's Grammar and Lessons; Arnold's Greek Prose Composition; Felton's Reader; Crosby's Anabasis; Felton's or Owen's Homer; Liddell and Scott's Greek Lexicon.

German—Ahn's Method, Parts I. and II.; Woodbury's German Method; Bilderbuch ohne Bilder; Amerikanisches Lesebuch; Otto's German Grammar.

French—Borel's Grammaire Française; Les Princes de l'Art, Fallet; Fasquelle's Introductory French Course; Easy French Reading, Fisher; Ahn's French Method; Fasquelle's Colloquial French Reader.

History—Willson's Outlines of Universal History.

Mathematics and Astronomy—Ray's Algebra, Part 2d; Chauvenet's Geometry; Chauvenet's Trigonometry; Howison's or Loomis' Analytical Geometry and Calculus; Snell's Olmsted's Astronomy.

Natural Philosophy—Wells.

Chemistry—Porter's Revised Edition.

Natural History—Warren's Physical Geography (old edition); Hitchcock's Physiology; Gray's Botany; Tenney's Zoology; Dane's Zoology.

Mental Philosophy—Haven's.

Moral Philosophy—Hickock's.

Book Keeping—Payson, Dunton & Scribner.

Rhetoricals—Randall's Elocution; Day's Rhetorical Praxis; Webster's Academic Dictionary.

Music—S. Mueller's Part Songs; Concone's Vocal Exercises; Robyn's Classical Singer.

COURSE OF INSTRUCTION IN MUSIC.

SEVENTH GRADE.

Numbers at first, and afterwards the notes and staff—to some extent.

Whole scale used. Half and quarter notes and corresponding rests.

Intervals taught: from one to any other note in the scale up to 5.

Voices not tried above E.

Dynamical marks taught as they occur in the lessons.

Songs : Twenty new ones learned. N. B. No songs taught except under the direction of the music teacher.

SIXTH GRADE.

Whole scale. Special attention to Rhythm.

Whole, half, and quarter notes and corresponding rests.

Intervals from 1 to any other note in the scale up to 8.

Voices not above E.

Dynamical marks continued.

Songs : Twenty new ones.

FIFTH GRADE.

Scale carried to the third above.

Whole, half, quarter and eighth notes ; corresponding rests.

Accidentals taught.

Intervals from 1 to 10. Major and minor thirds introduced.

Voices not above F.

Dynamical marks.

Songs : Twenty new ones, and exercises, in one and two parts.

FOURTH GRADE.

Scale carried to the fourth above.

Whole, half, quarter, eighth and sixteenth notes ; corresponding rests.

Intervals : major and minor thirds continued.

Voices not above F.

Transpositions commenced : Keys of C, G, D, F.

Dynamical marks.

Songs : Twenty new ones, one and two parts.

THIRD GRADE.

Scale to fourth above.

Chromatic intervals.

Voices not above F.

Transposition continued ; keys of A, E, B_b, E_b.

Dynamical marks.

Songs : Twenty new ones, one and two parts.

SECOND GRADE.

Scale to five : , .

Chromatic intervals continued.

Voices not above G.

Transposition continued through all major keys.

Dynamical marks.

Songs : Twenty new ones, one, two and three parts.

FIRST GRADE.

Scales and chromatic intervals.

Voices not above G.

Transposition in minor keys.

Dynamical marks.

Songs : Twenty new ones, one, two and three parts.

Special attention to be given by the teachers in all the grades to the following points: 1. Position of pupils, while singing; 2. Quality of tone: harshness and screaming never allowed; 3. Pronunciation; 4. Expression: special care taken that each piece shall be sung with regard to its peculiar sentiment.

At least five minutes each day should be given to the practice of elementary exercises in music as directed by the music teacher.

TABULAR STATEMENTS FOR THE YEAR 1871-72.

TABLE I—Showing names, location, &c., of the School-houses.

TABLE II—Showing character of attendance of Pupils.

TABLE III—Showing ages of Pupils registered.

TABLE IV—Showing occupations of Parents, &c.

TABLE V—Showing birth-places of Pupils.

TABLE VI—Showing enrollment and attendance of Pupils.

TABLE VII—Showing classification and grades of studies of Pupils.

TABLE VIII—Showing classification, &c., in German Instruction.

TABLE IX—Schedule of Salaries January 1st, 1873.

TABLE X—Historical Table extending back to 1850.

TABLE I.

Showing names, locations, dimensions and value of School Houses, size and value of the Grounds, etc., June 1872.

NAMES OF SCHOOLS.	No. of Teachers.		When Built.	Estimated Value of Lots.	Estimated Value of Furniture.	Size of Lots.	Size of House.	No. of Stories.	No. of Rooms.	Size of Rooms.	No. of Seats.	How warmed.
	Whole Day.	Half Day.										
Polytechnic Building (purchased.)	12	8	1867	\$ 60,000	\$ 320,374 26	136x100	.....	5	6	Irreg.	126	Steam.
High Normal (Polytechnic Building)	12	1	1866	35,000	40,243 77	150x106	84x57	3	10	28x32	400	Furnaces.
Branch High No. 1 (Polytechnic Building)	5	1	.....	.....	.....	.....	.....	3	5	Irreg.	150	Steam.
Benton	13	6	1870	40,000	36,727 64	127x112	76x80 1/2	3	12	27x30	700	Stoves.
Blow	11	11	1868	6,000	13,000 00	150x115	100x34	2	8	30x28	540	Stoves.
Carondelet	10	10	1871	2,500	35,500 00	150x137 1/2	86x65	3	12	27x30	700	Furnaces.
Carr	9	9	1865	7,800	4,000 00	76x155	40x75	2	8	20x30	480	Stoves.
Carr Lane	13	13	1870	10,000	38,503 06	125x142	76x80 1/2	3	12	27x30	700	Furnaces.
Carr Lane Primary	4	4	1866	10,000	44,000 80	140x150	68x75	3	14	27x30	240	Furnaces.
Carroll	15	15	1872	11,525	35,937 84	131x130 1/2	71x65	3	12	26 1/2 x 30	800	Furnaces.
Chas Pope	9	9	1869	3,000	15,135 13	180x120	68x32	2	6	24x30	480	Stoves.
Charles	9	9	1868	8,000	8,407 27	75x123	58x32	2	6	27x30	480	Furnaces.
Chouteau	2	2	1846	9,000	3,000 00	74x156	29x52	3	5	Irreg.	300	Stoves.
Clark	13	13	1869	10,000	16,208 11	100x290	74 1/2 x 56	3	12	27x30	700	Stoves.
Clinton	13	13	1868	11,000	44,489 65	170x119	72x66	3	12	27x30	700	Furnaces.
Compton	4	4	1868	3,500	14,329 01	100x136	53x33	2	4	27x30	240	Furnaces.
Divoll	4	4	1872	13,040	36,720 00	200x118 1/2	68x80 1/2	3	12	28 1/2 x 37	240	Furnaces.
Dodder	4	4	Rented.	9,000	35,934 14	101x135	76x80 1/2	3	12	Irreg.	240	Stoves.
Douglas	13	13	1870	.....	.....	.....	.....	3	12	26x32	700	Furnaces.
Douglas Primary	8	8	Rented.	15,004	9,264 60	79x109	42x71	2	8	20x30	120	Stoves.
Eads	13	13	1860	17,571	36,430 00	189 1/2 x 107 1/2	76x80 1/2	3	12	28 1/2 x 37	480	Furnaces.
Edward Bates	13	13	1872	25,000	39,411 05	100x150	72x66	3	12	27x30	700	Furnaces.
Elliot	13	13	1868	11,000	19,196 40	172x127	80 1/2 x 58	3	12	26x32	700	Furnaces.
Everett	3	3	1869	.....	.....	.....	.....	3	3	Irreg.	180	Stoves.
Everett Primary	20	20	Rented.	15,000	35,141 00	107x140	70x100	3	12	82x34	869	Stoves.
Franklin	1	1	.....	.....	.....	.....	.....	3	12	.....	.....	.....

Teacher	Year	Age	Salary	Experience	Notes	Remarks
Gamble	1851	8	\$17,000	5	6,200 00	Irreg.
Gravels	1867	3	3,000	17	683 42	53x30
Hamilton	1859	4	6,000	17	683 42	53x30
Humboldt	1870	13	8,000	37	112 85	27x30
Irvine	1871	7	6,000	35	281 35	29x32
Jackson	1859	9	4,000	15	285 53	28x32
Jefferson	1848	10	16,000	6	191 45	24x30
Jefferson Branch		7				19x28
Laclede	1870	13	34,000	48	139 17	Irreg.
Lafayette	1858	13	8,000	18	316 40	27x30
Lincoln	1867	14	12,000	46	87 52	24x30
Lyon	1868	12	5,000	43	46 52	27x30
Madison	1870	13	13,000	34	116 07	27x30
Marmec (transferred)	1870	3	3,000	17	000 15	26x32
Marmec	1870	3	3,000	17	000 15	24x30
O'Fallon	1867	13	6,000	56	061 84	27x30
Oliver Street Primary		3				Irreg.
Peabody	1872	9	16,500	39	993 00	28x30
Penrose	1868	9	3,500	22	530 43	27x30
Pestatozzi	1870	5	16,000	28	032 61	27x30
Shepard	1859	9	3,000	15	000 00	24x30
Stoddard	1867	14	10,000	37	894 91	26x32
Washington	1859	13	12,500	21	750 00	28x32
Webster	1858	14				30x36
Webster (new)	1866	10	25,000	52	511 61	30x36
Writing and Music Teachers		4				
German Teachers						
Total Grammar Schools		52	1			
Colored School Number 1		5	1855			
" " 2		4				
" " 3		9				
" " 4		3				
" " 5		2				
" " 6		1				
Total		534				

TABLE III,
Showing the number of Pupils of different ages registered in each School for the year 1871-72.

NAMES OF SCHOOLS.	7 years and under.	8	9	10	11	12	13	14	15	16 and over.	Total.	Received by transfer.	Total number registered.
Normal High	—	—	—	—	—	—	—	—	—	115	115	24	139
Branch High No. 1	—	—	—	—	—	3	22	44	48	283	408	2	410
Branch High No. 2	—	—	—	—	1	2	9	30	43	45	109	21	129
										55	140	15	155
Total Higher Schools.													
Benton	234	116	—	—	1	6	39	107	175	498	626	62	867
Blow	174	80	121	115	134	98	108	82	22	16	1,036	103	1,139
Carondelet	143	85	78	77	62	52	52	41	17	16	649	26	675
Carr	193	97	75	81	72	60	46	40	16	7	634	26	660
Carr Lane	198	82	108	75	33	65	27	18	—	2	685	49	734
Carr Lane Primary	180	47	17	139	99	138	98	84	32	17	992	121	1,113
Carroll	244	122	128	142	7	1	1	—	—	—	970	52	922
Charles	137	65	48	129	107	107	70	43	10	5	1,009	68	1,077
Chouteau	214	70	98	66	50	26	10	7	1	1	300	112	412
Clark	78	15	6	64	47	4	25	18	8	6	601	25	626
Clay	250	121	110	3	1	4	—	1	—	—	108	7	115
Clinton	205	96	96	109	111	82	83	64	29	14	973	43	1,016
Compton	76	26	24	23	22	16	85	75	21	12	806	11	817
Dodder	147	41	34	49	27	16	9	5	5	—	203	14	217
Douglas	229	109	118	125	111	26	9	9	—	3	339	20	359
Douglas Primary	187	23	20	15	3	115	86	62	26	18	992	71	1,063
Kads	87	42	43	65	25	55	38	—	—	—	202	23	225
Eliot	200	95	102	105	114	93	85	18	6	8	382	53	435
Everett	179	116	121	143	110	131	88	81	29	23	929	72	1,001
Everett Primary	117	51	38	38	32	14	5	3	—	—	1,021	92	1,113
Franklin	113	120	130	124	129	144	105	92	45	30	298	12	310
											1,032	100	1,132

Gamble	262	101	69	71	28	18	10	4	—	—	563	26	589
Gravois	86	27	19	22	11	11	5	1	—	—	198	3	201
Hamilton	173	71	50	40	16	13	15	—	1	6	379	6	385
Humboldt	272	135	113	99	103	46	29	21	7	3	831	53	884
Irving	94	33	21	27	14	12	3	14	3	3	254	152	406
Jackson	186	68	57	58	32	41	19	9	4	4	480	14	494
Jefferson	6	30	77	115	112	114	98	60	11	4	627	89	716
Jefferson Branch	297	129	86	40	16	6	2	—	—	—	586	49	635
Laclede	133	86	101	131	130	136	115	68	18	18	936	90	1,026
Lafayette	216	81	87	93	78	94	62	33	14	7	765	49	814
Lincoln	33	133	104	132	130	118	119	88	68	41	966	54	1,020
Lyon	242	114	115	121	92	97	75	36	21	4	917	68	985
Madison	156	114	124	130	106	102	73	36	19	8	868	71	939
Marnac	66	26	23	32	25	21	9	3	—	—	205	8	213
O'Fallon	242	110	110	105	73	77	56	36	16	12	837	76	912
Olive Street Primary	96	27	65	2	1	1	1	—	1	—	134	30	164
Penrose	179	77	65	65	60	49	29	16	6	4	550	35	585
Pestalozzi	268	121	103	95	57	49	7	3	—	—	703	41	744
Shepard	131	64	68	52	18	6	6	—	—	1	320	35	355
Stoddard	78	170	97	108	80	67	80	69	54	30	833	27	860
Washington	153	78	72	94	79	65	69	46	28	41	795	62	787
Webster (Old)	172	80	86	127	127	117	98	80	38	13	938	65	1,003
Webster (New)	201	97	103	92	80	66	56	83	7	11	746	57	803
Total Grammar Schools	7,267	3,555	3,365	3,515	2,888	2,744	2,078	1,460	615	414	27,901	2,249	30,150
COLORED SCHOOL Number 1	69	24	22	31	26	26	22	31	19	44	314	6	330
" " 2	61	21	38	36	31	44	29	27	23	47	357	9	266
" " 3	62	49	45	55	65	67	55	57	34	44	623	24	547
" " 4	26	12	11	23	22	17	17	14	13	23	178	11	189
" " 5	15	15	11	15	13	11	12	11	11	25	139	3	142
" " 6	8	3	6	5	5	5	8	6	6	7	57	—	57
Total Colored Schools	241	124	132	165	162	160	143	146	105	190	1,568	53	1,621
Grand Total	7,508	3,679	3,497	3,680	3,051	2,909	2,260	1,713	895	1,102	30,294	2,364	32,658

TABLE IV.

Showing the number of Pupils as represented by the different Occupations of their Parents or Guardians for the year 1871—72.

NAMES OF SCHOOLS.																					
Agents.	Artists.	Boarding House and Hotelkeepers.	Boatmen.	Butchers.	Clerks.	Confectioners.	Day men & Teamsters.	Farmers and Gardeners.	Laborers.	Landraces.	Machinists.	Mechanics.	Merchants.	Professionals.	Public Officers.	Saloonkeepers.	Seamstresses.	Unclassified.	Total.	Received by Transfer.	Total No. Pupils.
Normal.....	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
High.....	25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Branch High No. 1.....	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Branch High No. 2.....	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total Higher Schools.....	45	1	15	18	8	34	1	7	39	3	93	93	171	137	37	11	14	176	835	63	897
Total Higher Schools.																					
Benton.....	32	9	27	35	7	45	7	10	4	56	30	343	343	148	38	28	49	50	171	1035	703
Blow.....	14	1	16	13	3	14	1	12	40	117	11	50	50	38	19	19	18	10	47	649	36
Carondelet.....	3	6	10	11	8	1	1	16	16	943	14	44	44	140	8	5	16	95	9	61	934
Carr.....	12	4	7	28	3	33	6	95	3	73	19	103	103	143	45	17	16	10	37	5	46
Carr Lane.....	31	1	2	49	25	31	11	46	15	113	24	9	9	243	85	19	16	7	16	5	932
Carr Lane Primary.....	7	1	2	5	3	3	11	3	37	8	17	103	103	30	6	7	7	9	361	70	1067
Carroll.....	3	10	21	9	6	29	83	17	37	71	16	6	6	173	33	46	31	96	319	1009	84
Charles.....	15	11	2	10	37	3	3	85	84	58	6	50	50	70	23	4	13	8	5	380	50
Chouteau.....	4	1	2	1	34	20	3	34	11	65	13	64	64	91	18	9	43	10	19	5	119
Clark.....	3	8	8	43	1	23	3	6	20	7	3	84	84	10	7	1	4	13	104	7	696
Clay.....	20	2	8	43	26	33	3	63	11	111	8	54	54	71	17	31	13	37	63	973	115
Clinton.....	68	9	8	13	11	75	3	10	15	83	5	73	73	111	49	20	16	94	119	866	1016
Compton.....	9	1	1	10	1	1	1	14	4	21	3	28	28	99	19	10	3	3	19	963	907
Dodder.....	23	6	8	49	7	88	5	21	9	34	15	114	114	25	4	7	4	4	63	339	350
Douglas.....	1	10	6	3	3	1	1	13	5	54	3	63	63	48	8	1	31	20	946	1093	1063
Douglas Primary.....	30	1	13	8	3	41	1	13	4	19	1	9	9	36	18	13	10	16	363	53	525
Eads.....	75	1	16	19	13	105	1	15	83	59	4	125	125	314	90	90	10	33	30	999	435
Elliot.....	31	1	25	33	23	36	1	85	15	167	63	48	48	97	8	25	16	50	55	1081	1001
Everett.....	31	1	25	33	23	36	1	85	15	167	63	48	48	97	8	25	16	50	55	1081	73

Everett Primary	24	1	13	15	7	12	15	1	115	18	28	42	202	3	9	14	13	20	298	12	310
Franklin	1	1	28	1	1	9	8	10	33	24	101	223	68	48	21	12	9	175	1032	100	1132
Gamble	1	1	1	8	5	8	2	12	104	20	33	134	68	9	12	43	9	56	568	26	580
Gravels	4	1	6	10	8	9	3	20	30	...	162	63	12	9	6	11	3	33	379	6	385
Hamilton	5	6	3	6	47	1	1	131	9	27	104	12	12	9	4	6	6	30	371	53	884
Humboldt	2	2	4	3	5	13	1	183	2	51	171	18	18	15	9	28	11	91	831	152	403
Irving	2	2	4	3	5	13	1	183	2	51	171	18	18	15	9	28	11	91	831	152	403
Jackson	13	23	12	6	27	7	3	108	29	98	108	16	16	14	18	6	39	480	14	494	
Jefferson	6	9	10	13	3	24	3	58	6	39	108	10	10	9	10	44	73	686	89	716	
Jefferson Branch	9	38	14	5	23	13	4	47	19	30	108	92	9	27	20	74	936	90	1026		
Laclede	9	3	15	17	22	15	13	95	27	36	196	38	21	72	38	73	786	49	811		
Lafayette	61	3	14	38	28	44	3	72	7	122	276	133	31	65	7	139	765	54	1020		
Lincoln	29	7	5	6	23	33	25	85	20	67	225	150	35	14	20	40	108	868	68	989	
Lyon	30	6	10	10	11	30	7	80	6	1	186	35	14	20	40	108	868	68	989		
Madison	3	1	2	2	9	10	2	14	105	42	21	302	38	7	6	5	38	205	8	213	
Marmee	13	1	19	2	10	2	1	155	42	21	302	38	7	6	5	38	205	8	213		
O'Fallon	9	1	6	24	1	8	1	94	2	6	123	13	4	2	4	17	550	30	1064		
Olive Street Primary	9	1	6	24	1	8	1	94	2	6	123	13	4	2	4	17	550	30	1064		
Penrose	3	4	3	19	9	13	27	166	25	50	125	63	30	5	22	17	15	330	35	585	
Pestalozzi	2	3	5	2	10	9	4	68	7	5	84	30	9	15	6	48	320	35	355		
Shepard	50	4	15	42	10	54	19	45	4	52	141	217	55	18	7	48	833	27	890		
Stoddard	4	3	52	3	3	17	9	186	42	66	131	46	32	2	33	725	62	787	57	803	
Washington	30	1	6	39	7	31	6	61	8	110	263	103	38	11	20	210	938	65	1003		
Webster (old)	38	2	3	31	9	70	1	62	10	82	206	91	38	5	25	746	57	803	57	803	
Webster (new)	710	113	471	578	483	1072	143	3450	617	2179	7089	3157	922	750	653	3082	27901	2249	30150		
Total Grammar Schools	710	113	471	578	483	1072	143	3450	617	2179	7089	3157	922	750	653	3082	27901	2249	30150		
Colored School Number One	1	1	5	6	...	...	...	74	71	...	6	...	1	2	1	127	314	6	320
" " " Two	1	1	5	48	...	...	...	117	11	15	14	...	2	1	4	116	357	9	396
" " " Three	1	1	5	28	...	...	...	108	148	...	57	5	3	1	9	149	523	24	547
" " " Four	1	1	5	31	...	...	...	43	41	...	4	1	9	9	8	178	178	11	189
" " " Five	1	1	5	9	...	...	...	66	34	...	...	1	5	2	11	139	139	3	142
" " " Six	1	1	5	28	...	...	...	13	15	...	...	...	...	...	1	57	57	...	57
Total Colored Schools	1	1	15	98	4	7	1	294	496	15	61	8	22	3	12	412	1568	53	1621		
Grand Total	756	114	501	794	490	1113	145	3761	1046	2228	7243	3338	1071	780	676	3669	30294	2364	32638		

Showing the number of Pupils as represented by the different Occupations of their Parents or Guardians for the year 1871—72.

NAMES OF SCHOOLS.																					
Agents.	Artists.	Boarding House and Hotelkeepers.	Boatmen.	Butchers.	Clerks.	Confectioners.	Draymen & Teamsters.	Farmers and Gardeners.	Laborers.	Landreases.	Manufacturers.	Mechanics.	Merchants.	Professionals.	Public Officers.	Saloonkeepers.	Seamstresses.	Unclassified.	Total.	Received by Transfer.	Total No. Enrolled.
Normal.....	3	1	1	..	9	1	7	7	1	..	..	2	5	13	18	..	8	70	115	24	139
High School.....	35	1	11	15	13	15	12	12	15	..	15	48	93	96	..	..	6	60	408	3	410
Branch High No. 1.....	4	..	2	..	..	..	5	6	..	1	11	30	31	25	6	4	3	60	182	21	183
Branch High No. 2.....	3	..	4	..	7	..	4	4	..	1	8	13	43	26	3	3	3	51	140	15	155
Total Higher Schools.....	45	1	18	3	34	1	7	29	17	3	34	93	171	127	27	11	14	175	833	63	897
Benton.....	33	9	25	7	45	7	10	4	56	20	37	243	148	88	23	49	50	171	1083	103	1183
Blow.....	14	1	13	14	3	14	13	16	117	11	50	206	58	19	13	28	10	47	649	36	675
Bow.....	2	6	10	11	8	1	16	16	242	14	44	140	5	15	25	9	6	81	534	49	583
Granadalet.....	13	4	7	28	2	33	6	48	3	73	19	103	143	16	17	16	13	26	585	54	634
Cart Lane.....	31	..	2	49	25	11	43	15	113	24	9	263	93	16	7	7	19	291	970	121	1113
Cart Lane Primary.....	7	3	5	23	3	11	27	3	37	8	17	93	130	53	46	8	26	219	1036	63	1099
Carroll.....	8	10	21	9	29	3	34	27	71	16	103	173	118	53	43	5	5	249	1036	68	1097
Charters.....	15	11	10	37	20	3	33	34	58	6	50	261	110	7	43	0	19	330	112	442	
Chouteau.....	4	..	2	21	2	3	6	1	65	12	64	81	33	10	4	1	9	630	121	751	
Clark.....	3	1	1	..	..	..	3	6	20	8	3	30	71	7	81	0	13	108	7	115	
Clay.....	20	3	8	25	33	3	63	1	111	8	54	344	261	17	81	37	24	93	973	43	1016
Clinton.....	68	9	3	11	75	3	10	15	33	5	73	111	88	19	10	18	24	119	936	11	947
Compton.....	9	1	10	10	1	1	15	1	21	2	28	39	33	19	4	..	3	19	903	11	917
Dedder.....	14	1	10	10	1	14	4	9	37	13	19	114	58	4	7	..	4	83	839	24	863
Douglas.....	23	6	8	49	7	38	5	31	54	3	9	185	48	36	3	91	25	246	992	71	1063
Douglas Primary.....	30	1	3	3	41	1	12	4	19	4	9	63	60	19	13	10	16	833	93	925	
Eads.....	80	1	13	3	13	1	13	5	64	1	92	61	214	80	26	19	32	926	73	1001	
Elliot.....	75	1	25	23	105	..	15	32	169	4	123	65	214	80	26	19	32	926	73	1001	
Everett.....	31	16	33	22	86	..	35	15	167	58	45	300	37	8	25	16	50	55	1621	62	1713

Gamble	412	13	5	20	18	50	12	4	22	7	—	563	26	589
Gravois	179	2	—	1	—	7	15	—	8	1	—	189	3	201
Hamilton	269	6	2	30	18	20	29	—	—	—	—	379	6	385
Humboldt	565	12	—	23	19	104	4	11	70	11	4	831	53	884
Irving	187	12	5	6	8	8	7	1	15	1	4	254	152	406
Jackson	383	12	1	10	22	23	16	5	8	—	—	480	14	494
Jefferson	426	25	3	29	20	85	14	9	11	5	—	627	89	716
" Branch	399	24	3	19	17	74	19	10	19	2	—	586	49	635
Laclede	626	48	5	66	33	115	8	1	27	17	—	936	90	1026
Lafayette	609	21	4	12	8	8	44	3	26	15	15	765	49	814
Lincoln	654	77	8	46	27	134	3	—	8	9	—	966	54	1020
Lyon	699	22	5	37	19	89	8	1	18	1	18	917	68	985
Madison	617	60	3	24	20	108	4	2	15	15	—	868	71	939
Marnec	152	14	—	5	8	21	—	—	5	—	—	205	8	213
O'Fallon	624	31	4	22	21	88	6	7	30	4	—	837	75	912
Olive st. Primary	103	10	—	5	4	7	—	—	5	—	—	134	80	164
Penrose	486	12	1	12	14	52	0	3	8	2	—	550	85	585
Pestalozzi	545	16	2	13	7	74	1	—	33	8	4	703	41	744
Shepard	269	16	—	4	4	17	—	—	7	3	—	320	35	355
Stoddard	538	60	21	14	41	145	2	3	4	5	—	833	27	860
Washington	494	31	4	35	19	89	19	12	14	8	—	725	62	787
Webster Old	596	61	9	29	29	172	10	1	20	9	—	938	65	1003
" New	505	51	5	26	9	114	7	3	19	7	—	746	57	803
Total Grammar Schools -	19,178	1,480	93	1,029	846	3,251	449	219	677	338	241	27,901	2,249	30,150
No. 1	124	70	—	4	90	22	—	—	—	—	4	314	6	320
No. 2	87	121	—	—	86	49	—	—	—	—	15	357	9	368
No. 3	177	69	1	4	136	22	—	—	—	—	114	523	24	547
No. 4	87	55	2	3	26	5	—	—	—	—	—	178	11	189
No. 5	32	71	—	5	19	9	—	—	—	—	3	139	3	142
No. 6	8	35	—	—	7	7	—	—	—	—	—	57	—	57
Total Colored Schools --	515	420	3	16	364	114	—	—	—	—	136	1,568	53	1,621
Total - - - - -	20,117	1,981	219	1,094	1,254	3,525	469	231	683	341	380	30,294	2,361	32,658

TABLE V.
Showing the Birth place of Pupils registered in each School for the Year 1871-1872.

Names of Schools.	St. Louis.	Missouri without St. Louis.	New England.	States.	Middle States.	Southern States.	Western States and Territories.	Great Britain.	Ireland.	German States.	Other Foreign Countries.	Unknown.	Total.	Transferred.	Total No. Registered.
Normal - - - - -	38	26		6	3	19	3	12	2	6	3	3	115	24	139
High - - - - -	212	31	8	29	28	79	13	—	4	12	1	—	408	2	410
" Branch No 1 - - -	88	13	6	6	6	40	1	—	—	—	1	—	162	21	183
" " 2 - - -	86	11	3	8	6	22	3	—	—	—	1	—	140	15	155
Total Higher Schools	424	81	23	49	44	120	20	12	6	3	3	3	825	62	887
Benton - - - - -	514	44	12	50	59	308	11	14	12	24	27	—	1035	103	1138
Blow - - - - -	343	128	8	25	11	105	13	4	15	2	—	—	649	26	675
Carondelet - - - - -	328	102	2	40	17	84	29	12	18	2	—	—	634	26	660
Carr - - - - -	442	16	—	18	7	79	6	6	11	2	108	4	585	49	634
Carr Lane - - - - -	604	44	3	33	20	144	19	6	7	16	5	3	992	121	1113
" " Primary - - - - -	193	5	1	5	—	29	5	8	16	14	—	—	270	52	322
Carroll - - - - -	729	21	2	21	82	88	5	1	46	14	—	—	1009	58	1067
Charles - - - - -	320	14	1	6	1	21	6	—	21	4	—	—	390	112	502
Chouteau - - - - -	471	24	2	24	13	33	5	11	14	1	—	—	601	25	626
Clark - - - - -	78	3	—	4	2	12	1	—	7	1	—	—	108	7	115
Clay - - - - -	729	53	16	20	6	110	16	1	16	22	11	29	973	43	1016
Clinton - - - - -	598	42	6	47	38	98	5	—	22	1	—	—	896	11	907
Compton - - - - -	152	9	—	5	3	19	1	9	1	1	—	—	203	14	217
Dodier - - - - -	273	22	—	10	3	19	—	—	6	12	—	—	339	20	359
Douglas - - - - -	638	28	17	38	22	85	26	2	19	19	3	115	992	71	1063
" Primary - - - - -	148	6	1	16	9	13	6	2	7	3	—	—	202	23	225
Fade - - - - -	242	37	7	43	16	52	10	2	3	—	—	—	362	53	435
Elhot - - - - -	579	81	7	79	45	134	19	1	10	9	1	—	929	72	1001*
Everett - - - - -	645	22	9	79	60	141	30	18	11	11	3	3	1021	92	1113
" Primary - - - - -	142	85	3	11	14	20	10	13	—	—	—	—	298	12	310
Franklin - - - - -	678	48	14	47	32	53	17	2	17	16	8	—	1032	100	1132

Everett	620	493	1,113	92	742	693	57	14	10,854 15	14 68	1,327 77	1 79	12,181 93	16 49
" Primary	153	157	310	12	142	127	47	3	1,795 70	13 65	433 43	8 05	2,229 13	15 70
Franklin	576	556	1,132	100	780	790	35	23	16,097 10	16 16	1,890 73	9 41	17,987 83	23 03
Gamble	320	293	609	28	377	354	94	47	6,098 00	20 62	1,028 85	9 73	7,126 85	18 89
Gravola	97	104	201	3	152	140	92	4	2,877 35	12 22	733 88	6 15	8,060 53	24 08
Hamilton	220	135	385	6	222	200	90	56	2,712 35	13 22	439 42	2 45	8,144 77	14 17
Hunboldt	418	468	894	53	627	563	85	48	10,813 90	17 25	1,531 13	1 95	12,344 83	19 70
Irving	194	212	408	103	938	921	83	34	4,782 15	20 09	1,243 67	5 23	6,026 82	26 51
Jackson	204	290	494	14	328	287	88	36	6,760 05	20 61	913 80	9 79	7,673 85	23 40
" Branch	337	379	716	89	451	419	93	45	8,177 65	16 13	1,033 18	2 29	9,210 83	20 42
Lafayette	316	319	635	49	377	350	83	54	5,391 30	14 30	701 15	1 86	6,092 45	16 18
Lincoln	559	467	1,026	90	687	647	94	53	11,554 45	16 82	1,276 40	1 86	12,830 85	18 68
Lafayette	352	462	814	49	531	550	95	45	11,421 85	15 05	1,283 77	2 28	13,249 42	22 81
Lincoln	510	510	1,020	54	759	709	93	54	11,925 05	15 05	1,301 24	1 72	13,723 19	16 77
Lyon	479	506	985	68	681	625	92	52	12,109 15	17 43	1,680 98	2 44	13,789 81	19 87
Madison	467	472	939	71	689	651	94	53	2,407 40	17 44	428 53	3 06	2,836 98	20 50
Maramee	93	120	213	8	138	126	91	46	10,741 35	17 38	1,194 73	1 94	11,936 08	19 32
O'Fallon	440	472	912	75	618	574	93	48	2,044 05	21 75	409 98	4 26	2,444 71	26 01
Olive St. Primary	61	103	164	30	94	88	94	31	6,267 75	15 18	770 12	1 86	7,037 81	17 04
Penrose	288	299	595	35	413	385	93	46	7,409 15	14 91	941 41	1 89	8,350 56	16 80
Petaload	372	372	744	41	497	463	93	55	3,625 90	13 53	510 70	1 91	4,136 80	15 44
Shepard	176	179	355	35	268	251	94	54	11,544 50	15 43	1,703 52	2 28	13,248 02	17 71
Stoddard	445	415	860	27	748	715	97	53	10,428 40	23 48	1,476 91	3 18	11,905 31	25 66
Washington	325	463	787	62	464	424	91	36	11,825 95	16 33	1,503 46	1 62	13,081 41	17 99
Webster (old)	492	511	1,003	57	724	682	94	52	8,060 90	13 71	953 39	1 62	9,014 69	15 33
Webster (new)	375	427	803	57	598	555	94	59						
Total District Schools	14,957	15,183	30,150	2,249	20,405	19,007	93	46	\$344,312 45	\$16 87	\$4,421 81	\$ 3 18	\$288 684 36	\$ 18 96
Colored School No 1	180	140	320	6	162	145	90	32	3,238 05	19 99	516 39	3 19	3,754 44	23 18
" " No 2	196	170	366	9	194	154	79	49	2,788 30	14 08	548 00	2 83	3,336 30	16 89
" " No 3	322	225	547	24	352	332	94	39	6,318 55	17 95	773 46	2 90	7,092 01	20 15
" " No 4	92	87	179	11	119	114	95	40	2,423 05	20 36	405 95	3 41	2,829 00	23 77
" " No 5	71	71	143	8	77	66	86	39	1,318 30	17 12	261 94	3 66	1,600 24	20 78
" " No 6	29	28	57	..	24	18	75	24	674 50	28 11	129 10	5 38	743 60	33 49
Total Colored Schools	890	731	1,621	53	928	829	89	39	16,700 75	\$17 99	\$2,654 84	\$ 2 86	\$19,355 59	\$ 20 86
Musie and Writing	.....	.....	.....	.....	.....	.....	.....	.....	7274 00	.....	.....	.....	7,274 00	.....
Grand Total	16,403	16,235	32,086	2,294	22,010	20,479	93	46	\$407,911 45	\$18 53	\$50,207 39	\$ 2 28	\$495,318 84	\$ 30 82

TABLE VI.

Showing the Enrollment and average Attendance of Scholars, and total cost of Schools, for the year 1871-72.

NAMES OF SCHOOLS.	Whole No. Enrolled.			Duplicate Registration.	Average Number Be- longing.	Average Daily Attend- ance.	Per Cent of Attendance.	Average No of Pupils to each English Teacher.	Whole Day. Average No. of Teachers Inc.	German. Half Day.	Amount of Teachers' Salaries.	Rate per Scholar on Av- erage No. Belonging.	Incidental Expenses.	Cost of Incidentals per Scholar on Average No. Belonging.	Total Cost of Teachers' Salaries and Incl.	Total Cost per Scholar on Average No. Be- longing.
	Girls.	Boys.	Total.													
Normal	139	189	328	88	79	90	11	8	1	\$ 8,089 75	\$91 36	\$1,047 06	\$19 10	\$ 9,086 83	\$103 87	
High	523	410	933	838	828	87	37	12	1	19,044 90	58 35	1,447 71	4 36	20,492 61	60 63	
Branch High No. 1	104	79	183	134	139	86	34	5	1	7,004 00	46 54	433 85	3 40	7,437 85	58 34	
Branch High No. 2	90	65	155	117	107	91	18	5	1	5,445 00	46 54	169 70	1 45	5,614 70	47 86	
Total Higher Schools.	556	831	1,387	677	643	95	33	31	3	\$ 39,634 35	\$58 53	\$3,180 74	\$ 4 63	\$42,704 99	\$ 63 15	
Benton.	570	668	1,238	675	631	83	33	14	1	11,034 20	16 35	1,433 17	9 13	12,467 37	28 47	
Blow.	315	360	675	368	416	93	41	12	1	8,197 90	19 88	1,033 08	3 06	9,230 98	29 18	
Carondelet.	324	366	690	366	349	88	44	10	1	6,778 93	17 13	1,409 90	3 06	8,188 83	26 08	
Carr.	334	310	644	430	406	95	43	10	1	6,631 40	15 63	666 64	1 03	7,298 04	16 95	
Carr Lane.	576	537	1,113	692	630	89	33	14	1	10,168 35	15 68	1,308 59	1 86	11,476 94	17 77	
" " Primary.	139	189	328	88	79	90	11	8	1	3,318 55	15 15	1,386 73	3 53	4,705 28	17 60	
Carroll.	490	577	1,067	773	712	92	51	17	1	13,419 35	17 88	1,598 63	1 82	14,817 97	19 30	
Charles.	343	360	703	330	303	80	37	10	1	6,723 60	20 01	740 89	3 31	7,464 49	22 32	
Chouteau.	305	331	636	435	406	93	43	10	1	6,835 85	15 71	703 76	1 63	7,539 61	17 33	
Clark.	54	61	115	68	60	91	53	8	1	1,396 00	34 13	446 76	6 77	1,845 76	30 95	
Clay.	489	527	1,016	698	619	93	51	15	1	11,337 90	16 86	974 43	1 46	12,312 33	28 43	
Clinton.	438	469	907	735	683	94	57	15	1	11,709 60	15 93	1,379 57	1 74	13,089 17	27 67	
Compton.	108	113	221	136	137	88	39	4	1	2,664 05	17 08	498 71	3 90	3,162 76	30 39	
Concordia.	168	191	359	333	321	95	58	4	1	7,669 90	14 05	504 74	3 13	8,174 64	16 33	
Dodier.	576	487	1,063	711	680	93	54	14	1	3,239 90	16 09	1,353 41	1 91	4,593 31	19 00	
Douglas.	113	119	232	109	98	88	54	8	1	11,405 55	19 18	375 57	3 45	12,781 13	15 63	
" " Primary.	84	351	435	281	243	94	35	8	2	1,337 65	23 30	873 04	3 11	2,210 69	30 36	
Fade.	787	314	1,101	736	677	93	56	14	1	6,363 35	14 83	1,369 41	1 79	7,732 76	16 63	

Everett	630	493	1,113	92	743	693	38	57	14	..	10,854 15	14 63	1,327 77	1 79	13,181 93	16 43
" Primary	153	157	310	12	142	127	89	47	23	1	17,967 10	12 65	432 43	3 05	2,229 13	15 70
Franklin	576	556	1,132	100	780	743	95	35	9	..	16,087 10	16 63	1,890 73	9 41	17,967 85	23 03
Gamble	320	299	589	26	377	354	94	47	4	..	6,096 00	20 16	1,028 85	9 73	7,126 85	18 98
Gravels	97	104	201	3	163	140	92	51	4	..	2,877 65	18 93	733 88	6 15	3,610 53	24 06
Hamilton	220	165	385	8	222	200	90	56	4	..	2,713 35	12 25	432 43	1 95	3,144 77	14 17
Humboldt	418	466	894	53	637	638	93	49	15	1	10,813 80	17 25	1,531 13	9 45	12,344 93	26 51
Irving	194	212	408	152	693	621	93	34	8	..	4,762 15	30 09	1,243 67	5 23	6,026 83	30 42
Jackson	204	290	494	14	328	297	88	36	10	..	6,760 05	30 61	913 80	9 79	9,210 83	20 42
Jefferson	337	379	716	89	451	431	93	45	12	7	11,554 35	14 30	1,033 18	9 29	12,584 46	18 66
" Branch	316	319	635	49	377	350	93	54	13	1	5,391 30	16 82	701 15	1 86	6,092 45	16 16
Laclede	559	467	1,026	93	687	647	91	53	15	1	11,554 35	14 30	1,276 40	1 86	12,830 85	18 66
Lafayette	352	462	814	49	551	550	95	45	15	1	11,925 65	30 53	1,323 77	2 28	13,249 43	22 81
Lincoln	510	510	1,020	54	759	709	93	54	15	1	11,421 85	15 05	1,301 24	1 72	12,723 19	19 03
Lyon	479	506	985	68	681	625	92	53	13	1	11,868 05	17 43	1,680 88	1 59	13,554 46	19 03
Madison	467	472	939	71	689	651	91	46	13	1	13,109 15	17 43	1,680 88	2 44	14,789 81	19 87
Maramee	383	130	213	8	138	126	91	46	14	..	2,407 40	17 44	423 53	3 05	2,829 98	20 50
O'Fallon	440	472	912	75	618	574	93	49	14	..	10,741 35	17 38	1,104 73	1 94	11,846 08	19 32
Olive St. Primary	61	103	164	30	94	88	94	31	3	..	2,044 05	21 75	400 65	4 26	2,444 71	26 01
Penrose	296	298	596	35	413	385	93	46	10	2	6,267 15	15 18	770 12	1 86	7,037 81	17 04
Pestulosa	372	372	744	41	497	463	93	55	5	1	7,409 15	14 91	941 41	1 86	8,350 56	15 44
Shepard	176	179	355	35	268	251	94	54	6	1	3,625 90	13 53	510 70	1 91	4,136 60	15 44
Stoddard	445	415	860	27	749	715	96	53	16	..	11,544 50	15 43	1,703 52	2 28	13,248 02	17 71
Washington	325	462	787	62	464	424	91	36	14	..	10,428 40	22 48	1,476 91	3 18	11,905 31	25 98
Webster (old)	492	511	1,003	65	724	682	94	52	16	1	11,325 95	16 35	1,205 46	1 66	13,031 41	17 99
Webster (new)	376	427	803	57	598	555	94	59	11	1	8,080 80	13 71	953 39	1 62	9,014 69	15 33
Total District Schools	14,957	15,193	30,150	2,249	20,405	19,007	93	48	474	h	1344,312 45	\$16 87	\$4,442 81	\$ 2 18	\$288 824 26	\$ 18 96
Colored School No 1	180	140	320	6	162	145	90	33	5	1	3,235 05	19 98	516 39	3 19	3,751 44	23 18
" " No 2	186	170	366	9	194	154	79	49	4	..	2,728 30	14 08	549 00	3 83	3,276 30	16 89
" " No 3	323	225	547	24	353	323	94	39	9	..	6,318 55	17 93	773 46	2 30	7,092 01	20 15
" " No 4	82	97	189	11	119	114	95	40	3	..	2,423 05	20 36	405 85	3 41	2,828 00	23 77
" " No 5	71	71	143	8	77	66	86	39	2	..	1,318 30	17 12	281 84	3 66	1,600 24	20 78
" " No 6	29	28	57	3	24	18	75	24	1	..	674 50	28 11	129 10	5 38	733 60	33 49
Total Colored Schools	890	731	1,621	53	998	829	89	39	24	..	16,700 75	\$17 98	\$2,654 84	\$ 2 86	\$19,355 59	\$ 20 86
Made and Writing	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7374 00	.....	.....	.....	7,274 00	.....
Grand Total	16,403	16,235	32,666	2,284	22,010	20,479	93	46	534	h	\$407,911 45	\$18 53	\$50,207 39	\$ 2 98	\$456,318 84	\$ 30 82

TABLE VII,

Showing capacity of Schools, the number in the several classes and grades at the close of the year.

NAMES OF SCHOOLS	No. of Desks	No. Teachers		NUMBER OF PUPILS IN EACH GRADE.							
		Whole Day	Half Day	I.	II.	III.	IV.	V.	VI.	VII.	TOTAL.
Normal	126	8	..	Senior 23	Middle 18 Third. 58	Junior. 17 Second. 112	Fourth. 28 Junior. 76	....	....	....	84
High	400	12	1	Senior. 37	....	....	....	....	....	....	273
Branch High No. 1	150	5	1	....	....	....	109	....	....	....	109
Branch High No. 2	150	6	1	....	....	....	105	....	....	....	105
Total Higher Schools	826	32	..	50	74	129	318	....	....	....	571
Benton	700	13	..	90	23	55	80	114	140	141	573
Blow	540	11	..	25	32	16	57	61	116	154	461
Carondelet	700	10	..	....	18	22	29	53	62	217	401
Carr	480	9	..	....	..	11	45	67	117	177	417
Carr Lane	700	13	..	22	61	57	85	125	96	121	567
Carr Lane Primary	240	4	..	....	..	..	..	12	86	102	180
Carroll	800	15	..	13	33	63	72	169	194	229	703
Charles	480	9	..	....	..	13	35	68	63	159	338
Chouteau	480	9	..	....	..	13	59	90	48	150	390
Clark	900	2	..	....	..	..	..	..	6	66	72
Clay	700	13	..	13	44	39	68	118	133	224	639
Clinton	700	13	..	43	46	117	85	133	150	102	675
Compton	240	4	..	....	..	10	24	34	21	63	132
Dodder	240	4	..	....	..	..	23	25	75	111	234
Douglas	700	13	..	17	45	55	44	175	170	98	592
Douglas Primary	120	3	..	....	..	..	..	..	82	83	115
Eads	480	8	..	....	22	40	82	38	85	56	273
Elliot	700	13	..	42	46	111	77	123	110	122	692
Everett	700	13	..	39	23	88	51	154	140	158	653
Everett Primary	180	3	..	....	..	..	..	16	80	114	180
Franklin	889	20	1	48	60	109	154	154	84	90	682
Gamble	420	8	..	....	..	..	..	74	125	167	366
Gravols	240	3	19	35	63	148
Hamilton	240	4	54	136	190
Humboldt	700	13	9	..	284	75	181	556

APPENDIX.

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Irving.....	700	7	14	44	56	49	110	273
Jackson.....	480	9	6	39	47	61	103	306
Jefferson.....	540	10	82	90	151	47	...	387
Jefferson Branch.....	420	7	...	...	...	...	...	216	26	...	333
Laclede.....	700	13	...	...	...	43	99	...	59	143	620
Lafayette.....	700	13	...	...	...	38	...	...	119	186	529
Lincoln.....	760	14	...	...	...	120	140	144	107	104	699
Lyon.....	700	13	...	...	...	45	62	143	116	163	608
Madison.....	700	12	...	...	...	24	92	161	120	127	608
Madison.....	700	13	...	...	...	35	92	161	120	127	608
Marmee.....	240	3	...	...	...	...	24	52	15	43	134
O'Fallon.....	700	13	...	...	...	26	42	88	92	296	516
Olive St. Primary.....	150	3	...	...	...	...	...	...	11	84	93
Penrose.....	480	9	...	...	...	13	41	69	129	121	392
Pestalozzi.....	480	9	...	...	...	...	16	89	87	254	448
Shepard.....	300	5	...	...	...	...	29	66	55	108	233
Stoddard.....	700	14	...	...	...	114	117	201	72	87	683
Washington.....	700	13	...	...	...	22	56	79	86	104	379
Webster, old.....	700	13	...	...	...	50	124	133	89	126	653
Webster, new.....	540	10	...	...	...	46	62	143	87	133	554
Total Grammar Schools.....	23,319	421%	513	949	1,489	2,294	4,010	3,524	5,989	18,068	
Colored Schools No. 1.....	480	5	...	...	...	9	37	28	19	44	137
" " 2.....	240	4	...	...	...	4	19	18	31	85	176
" " 3.....	480	9	...	...	...	...	25	109	73	83	290
" " 4.....	240	3	...	...	...	5	19	10	32	19	92
" " 5.....	120	2	...	...	...	...	10	32	...	17	49
" " 6.....	45	1	...	...	...	...	3	6	5	11	23
Total Colored Schools.....	1,605	24	...	18	18	103	193	160	269	769	
Teachers of Music.....	...	3	...	...	...	...	...	...	...	...
" " Drawing.....	...	1	...	...	...	...	...	...	...	...
Grand Total.....	25,750	481%	563	1,039	1,638	2,715	4,203	3,684	6138	19,998	

TABLE VIII,

Showing the number of Schools, in which German has been taught, with the attendance and classification of Pupils.

NAMES OF SCHOOLS.	AVERAGE NO. OF PUPILS BELONGING TO EACH GRADE.												Enrolled during the year				German American Per Cent of						
													In School	Of which were German	Anglo American aver. number attend.	German American aver. number attend.							
No of Teachers.	I	II	III	IV	V	VI	VII	Total	In Penmanship.			For German Instruction.											
Classes.	Pupils	Classes.	Pupils	Classes.	Pupils	Classes.	Pupils	Classes.	Pupils	Classes.	Pupils	Classes.	Pupils	Classes.	Pupils	Classes.	Pupils	Classes.	Pupils				
Benton	1	11	1	10	1	11	1	16	2	27	4	88	2	36	12	199	180	350	1138	247	21		
Blow	1	14	1	15	1	16	2	30	3	30	2	55	3	78	10	209	99	134	675	154	22		
Carondelet	1	—	2	28	1	10	2	18	3	4	1	60	9	162	84	149	40	280	660	184	28		
Carr	1	—	2	33	1	27	—	—	4	86	3	78	10	224	147	266	—	302	634	318	50		
Carr Lane	1	5	1	12	1	14	2	34	2	36	1	24	—	7	101	60	61	181	1113	206	18		
Carr Lane Primary	1	—	—	—	—	—	—	—	1	24	—	32	—	32	32	32	32	51	322	65	30		
Carroll	2	12	1	15	1	18	2	52	4	120	5	145	3	194	17	556	206	786	1067	862	81		
Charles	1	—	1	17	1	25	3	54	5	120	2	129	12	345	178	317	9	456	502	502	92		
Chouteau	1	—	1	25	1	18	2	28	1	27	3	65	8	163	101	148	19	217	626	242	39		
Clark	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	52	19	81	116	84	73	
Clay	2	15	—	54	1	14	2	58	4	119	2	150	12	414	210	155	250	596	1016	832	42		
Clinton	2	38	2	42	2	64	2	59	3	101	2	75	1	62	13	431	232	510	907	427	47		
Dodier	—	—	—	1	25	1	21	2	60	1	38	5	144	79	141	10	232	359	278	78	78		
Douglas	1	—	—	34	1	6	1	22	3	71	1	47	8	180	129	61	263	1063	206	19	19		
Douglas Primary	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	16	8	30	225	10		
Eads	—	—	—	69	2	24	1	13	2	37	—	9	143	—	47	92	188	435	80	18	18		
Eliot	1	14	1	25	4	100	—	—	1	37	3	100	2	150	12	426	166	137	252	491	17		
Everett	1	42	—	7	22	1	12	1	13	1	24	2	62	7	175	—	107	43	232	1113	145	13	
Franklin	1	15	1	4	3	50	1	16	2	36	3	64	—	—	11	185	100	113	73	265	1132	372	33

[illegible]

ENGLISH.

[illegible]

APPENDIX.

CXXV

[illegible]

Average Salary of English Teachers,	Male \$ 2014	Female \$ 681	General Average \$ 787
" " " German Teachers,	" 865	" 709	" 740
General Average of English and German Teachers,	" 1740	" 894	" 782

TABLE IX. (Continued.)

GERMAN.														German AND English	
Names of Schools.	\$1200	\$1000	\$800	\$650	\$500	\$350	\$200	\$150	\$100	\$50	\$25	Total.	Grand Total.		
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	Male.	Female.
Normal . . .														6	8
High . . .														5	12
" Br. No. 1 . . .														1	4
" " No. 2 . . .														1	7
" " No. 3 . . .														1	5
" " No. 4 . . .	1													1	3
Benton . . .														1	13
Blow . . .														1	8
Blow Prim'y . . .														1	10
Carondelet . . .														1	2
Carr . . .														1	9
Carr Lane . . .														1	11
Carroll . . .														1	10
Charles . . .														1	18
Chas. Pope . . .														1	10
Chouteau . . .														1	11
Clay . . .														1	10
Clinton . . .														1	10
Compton . . .														1	13
Divoll . . .														1	15
Dodier . . .														1	14
Douglas . . .														1	4
Eads . . .														1	4
Edw. Bates . . .														1	8
Eliot . . .														1	10
Everett . . .														1	11
Everett Pr'y . . .														1	16
Franklin . . .														1	16
Gamble . . .														1	2
Gravois . . .														1	22
Hamilton . . .														1	9
Humboldt . . .														1	9
Irving . . .														1	4
Jackson . . .														1	13
Jefferson . . .														1	14
Jefferson Br. . .														1	16
Laclede . . .														1	12
Lafayette . . .														1	7
Lincoln . . .														1	7
Lyon . . .														1	16
Madison . . .														1	16
Maramac . . .														1	15
O'Fallon . . .														1	4
Olive St. Pr'y . . .														1	20
Peabody . . .														1	13
Penrose . . .														1	15
Pestalozzi . . .														1	16
Shepard . . .														1	6
Stoddard . . .														1	7
Washington . . .														1	11
Webster . . .														1	14
" (New) . . .														1	10
No. 1 . . .														1	5
No. 2 . . .														1	4
No. 3 . . .														1	9
No. 4 . . .														1	3
No. 5 . . .														1	2
No. 6 . . .														1	1
Writ. & Music . . .														5	5
Males . . .	1	2	6	1	9	6	14	1	4	9	4	13	53	53	519
Females . . .															
TOTAL . . .	1	8	1	1	15	14	1	4	9	6	4	64	572		

TABLE X.

Showing the number and capacity of the School-houses, number of Teachers, Registration of Scholars in Day and Evening Schools, and approximately, the Receipts and Expenditures for each fiscal year (ending July 31st,) since 1850.

YEAR.	RECEIPTS.						EXPENDITURES.			
	Number of School-houses owned by the Board.	Number Rented.	Total Number of Seats.	Whole Number of Pupils Registered.	Average Number Belonging.	Average Daily Attendance	Average Number of Teachers.	From Rents.	From State and County School Fund.	From City School Taxes.
1850.....	6	3	1,800	.....	2,427	.....	31	\$14,887 84	.....	\$15,432 11
1851.....	7	3	2,850	.....	2,625	.....	47	14,220 67	.....	25,344 70
1852.....	7	3	2,876	.....	2,968	.....	52	14,164 40	.....	26,268 90
1853.....	9	4	3,755	.....	3,651	.....	60	15,060 66	.....	27,769 85
1854.....	9	4	3,500	.....	3,651	.....	67	15,383 83	.....	31,043 78
1855.....	11	4	3,917	.....	4,106	.....	74	16,014 87	.....	31,043 78
1856.....	11	5	6,966	.....	8,123	.....	86	16,547 59	.....	32,199 00
1857.....	12	7	.....	.....	.....	.....	116	16,784 84	.....	32,199 00
1858.....	10	6	9,769	.....	6,814	.....	131	26,179 84	.....	33,560 78
1859.....	13	10	9,769	.....	6,814	.....	131	26,179 84	.....	33,560 78
1860.....	23	21	9,289	.....	6,256	.....	146	30,545 49	.....	36,815 44
1861.....	22	21	9,441	.....	6,256	.....	146	30,545 49	.....	36,815 44
1862.....	22	21	9,441	.....	6,256	.....	146	30,545 49	.....	36,815 44
1863.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1864.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1865.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1866.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1867.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1868.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1869.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1870.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1871.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1872.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1873.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1874.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1875.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1876.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1877.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1878.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1879.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1880.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1881.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1882.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1883.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1884.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1885.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1886.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1887.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1888.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1889.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1890.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1891.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1892.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1893.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1894.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1895.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1896.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1897.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1898.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1899.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1900.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1901.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1902.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1903.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1904.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1905.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1906.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1907.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1908.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1909.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1910.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1911.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1912.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1913.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1914.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1915.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1916.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1917.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1918.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1919.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1920.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1921.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1922.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1923.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1924.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1925.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1926.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1927.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1928.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1929.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1930.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1931.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1932.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1933.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1934.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1935.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1936.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1937.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1938.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1939.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1940.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1941.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1942.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1943.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1944.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1945.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1946.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1947.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1948.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1949.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1950.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1951.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1952.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1953.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1954.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1955.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1956.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1957.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1958.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1959.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1960.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1961.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1962.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1963.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1964.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44
1965.....	21	1	8,946	.....	8,716	.....	181	25,674 32	.....	36,815 44

TEACHERS FOR THE EVENING SCHOOLS, 1872-73.

O'FALLON POLYTECHNIC INSTITUTE.

REGIS CHAUVENET.....*Principal.* M. HAYWARD POST.....*Assistant.*
 RICH'D HAYES.....*Assistant.* RUFUS J. DELANO.... "
 W. J. S. BRYAN..... "

BENTON SCHOOL.

J. W. HALL.....*Principal.* ALICE D. SMITH.....*Assistant.*
 AMELIA C. FRUCHTE. ...*Assistant.* JULIA M. CLARK.... "
 MARY E. RAINS..... " MARY J. HARRIS.... "

BLOW SCHOOL.

A. J. CALDWELL.....*Principal.* MEL. N. MASON.....*Assistant.*
 MARY E. STRATTON.....*Assistant.*

CARR SCHOOL.

T. S. SMITH.....*Principal.* MARY O. GRAHAM...*Assistant.*
 SOPHIE T. MARTIN.....*Assistant.* JEMIMA FORSYTH.... "
 AMELIA MOENCH..... "

CARR LANE SCHOOL.

EDWARD H. LONG.....*Principal.* CHARLOTTE M. MCBURNEY,
 LIZZIE A. HYATT.....*Assistant.* *Assistant.*
 MARY SHARPE "

CHOUTEAU SCHOOL.

WM. H. MAY.....*Principal.* EMILY L. CUOLAHAN, *Assis't.*
 MATTIE E. CUOLAHAN...*Assistant.*

CLAY SCHOOL.

WM. C. DYER.....*Principal.* HELEN A. PAGE.....*Assistant.*
 ELLA M. FITZPATRICK...*Assistant.*

EVERETT SCHOOL.

JOHN W. SPARGO.....*Principal.* MARY A. CLANCEY, *Assistant.*
 FRANCES M. SPARGO...*Assistant.* KATE M. BUCKLEY.. "
 GEO. B. HIGHT..... " JULIA M. E. LONG.. "

HUMBOLDT SCHOOL.

CHAS. SOMMER.....*Principal.* LAURA J. RITTENHOUSE, *As-*
 MARY V. A. STEVENS...*Assistant.* *sistant.*
 ALWINE EICKE..... " MARY M. MCILVAINE, *Assis't.*

JEFFERSON SCHOOL.

GEO. B. LANE	<i>Principal.</i>	MARY E. RAYMOND..	<i>Assistant.</i>
CLARA J. GILLIES.....	<i>Assistant.</i>	JENNIE L. WHEDON,	"
HUGO HAANEL.....	"	ESTHER W. MATTHEWS,	"
A. CLARA FOLKMANN...	"		

LAFAYETTE SCHOOL.

L. WM. TEUTEBERG	<i>Principal.</i>	REBECCA S. GAST ...	<i>Assistant.</i>
JOSIE M. HUNT.....	<i>Assistant.</i>	CLARA HOELZLE.....	"
HANNAH J. SKILLMAN...	"	MATHILDE KANN.....	"
LAURA F. NIETERS.....	"	PAULINE KRUEGER..	"

MADISON SCHOOL.

WM. F. SMITH.....	<i>Principal.</i>	RUTH TALLMAN.....	<i>Assistant.</i>
ELLA R. THOMAS.....	<i>Assistant.</i>	ANNA SCHUSTER.....	"
PAULINE KNOBLAUCH....	"		

WEBSTER SCHOOL.

ALVAH C. CLAYTON.....	<i>Principal.</i>	KATE FLYNN.....	<i>Assistant.</i>
MALVINA A. HOSKINS....	<i>Assistant.</i>	MISSOURI M. VAN FOSSEN,	<i>As-</i>
LUCY K. WILSON	"	sistant.	
AUG. J. BERGMANN, <i>Assistant.</i>			

SCHOOL No. 1.

MARY J. CORBIN.....	<i>Principal.</i>	MARY C. KILLE.....	<i>Assistant.</i>
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SCHOOL No. 2.

BELLE C. BUCHAN.....	<i>Principal.</i>	NANNIE M. STANLEY,	<i>Assistant.</i>
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SCHOOL No. 3.

RACHEL M. GASS.....	<i>Principal.</i>	MARY A. WILLIAMS..	<i>Assistant.</i>
MARY F. JOHNSTON	"	MAGGIE V. BARR....	"
MARGARET A. HINES....	"	JUDSON JONES.....	"

SCHOOL No. 4.

LYDIA A. PRESCOTT	<i>Principal.</i>	JENNIE A. BARR.....	<i>Assistant.</i>
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WRITING TEACHERS.

GILES BOLAND,

WM. D. BUTLEDGE.

LOCATION OF THE SCHOOLS,
AND
LIST OF TEACHERS, WITH THEIR RESIDENCES.

JANUARY, 1873.

NORMAL SCHOOL.—Fourth story of the Public School Polytechnic building, corner of Seventh and Chestnut streets; warmed by steam; capacity, 150 seats. **DISTRICT**—The whole city.

LOUIS F. SOLDAN.....	<i>Principal,</i>	808 Hickory street.
GRACE C. BIBB.....	<i>1st Assistant,</i>	Park Ho'l, 12th & Olive.
CORA SMALL.....	2d "	24 Targee street.
JOANNA HOLLOHAN.....	2d "	1013 Chesnut street.
MARY J. JOSLIN.....	2d "	2440 Wash street.
ANNA L. GANNETT.....	3d "	608 N. 13th street.
NELL PARVIN.....	3d "	1525 Clark av.
CONRAD DIEHL.....	(Drawing, $\frac{1}{2}$ day),	1009 Mound street.

HIGH SCHOOL.—Fifteenth and Olive streets; built 1855; warmed by furnaces; three stories and basement; twelve rooms; 400 seats. **DISTRICT**—The whole city.

HORACE H. MORGAN.....	<i>Principal,</i>	1115 Pine street.
DENTON J. SNIDER.....	<i>1st Assistant,</i>	26 Targee street.
JOSEPH L. SANBORN.....	2d "	501 North 13th street.
WM. H. ROSENSTENGEL...	2d "	803 Hickory street.
EDWARD H. CURRIER.....	2d "	2734 Lucas av.
WM. P. HESTON.....	2d "	1307 Washington av.
HENRY W. JAMESON.....	2d "	2620 Locust street.
HELEN A. SHAPER.....	1st "	1621 Olive street.
CAMILLA LEACH.....	2d "	1003 Pine street.
FANNIE E. TOWER.....	2d "	1512 Walnut street.
CHARLOTTE A. GROSSMANN,	3d "	1512 Walnut street.
MARY H. CHIDESTER.....	3d "	3008 Laeclde av.
LIZZIE B. GOW.....	3d "	1003 Pine street.

BRANCH HIGH SCHOOL NO. 1.—Third story of the Public School Polytechnic building, corner of Seventh and Chestnut streets; capacity, 150 seats.

THOMAS DAVIDSON	<i>Principal,</i>	1205 Washington av.
DELIA M. BREY	<i>1st Assistant,</i>	1611 Washington av.
JULIET CALDWELL.....	3d "	819 Locust street.
PRISCILLA C. DUDLEY....	3d "	2221 Clark ave.
HELEN F. M. GRENNELL...	3d "	807 Locust street.
CONRAD DIEHL.....	(Drawing, $\frac{1}{2}$ day),	1009 Mound street.

BRANCH HIGH SCHOOL No. 2.—In the third story of the Franklin School building, corner of Eighteenth street and Christy avenue; capacity, 150 seats.

JOHN E. KIMBALL.....	<i>Principal,</i>	1227 St. Charles street.
MIRIAM S. SHERMAN.....	<i>1st Assistant,</i>	1225 St. Charles street.
MARY W. WHITESIDE.....	3d "	819 Locust street.
MARY H. BLAND.....	3d "	908 Gratiot street.
ELLEN T. LANDER.....	3d "	1611 Washington av.
MARGARET AUGUSTA CHAPIN,	3d "	814 North 19th street.
MARY McCONNELL.....	(Drawing)	1301 Hickory street.
EVELYN G. GILFILLAN.....	<i>3d Assistant,</i>	Park and Arkansas avs.
AMELIA MOENCH.....	(German, $\frac{1}{2}$ day)	1118 North 18th street.

BRANCH HIGH SCHOOL No. 3.—In third story of Peabody School building, on Carroll and Second Carondelet avenue.

D. H. SMITH.....	<i>Principal,</i>	1806 Olive street.
BERTHA B. GROSSMAN.....	<i>1st Assistant,</i>	1548 Gratiot street.
SUSIE F. ALLEN.....	3d "	Russell ave., near California.
MARY C. MEACHAM.....	3d "	Webster Groves.
LUCY S. RICHARDSON	3d "	1016 North 19th street.
MATILDA F. SMILEY.....	(Drawing),	1117 Olive street.

BRANCH HIGH SCHOOL No. 4.—In third story of Douglas School, on Eleventh and Howard streets.

FRANCIS E. COOK.....	<i>Principal,</i>	1106 Morgan street.
SUE V. BEESON.....	<i>1st Assistant,</i>	402 South 15th street.
JENNIE C. THOM.....	3d "	1500 Olive street.
LAURA M. OVIATT.....	3d "	2929 Thomas street.
WILLIAM DEUTSCH....	(German, $\frac{1}{2}$ day),	1612 Clark avenue.
MATILDA F. SMILEY.....	(Drawing, $\frac{1}{2}$ day),	1117 Olive street.

BENTON SCHOOL.—Ninth and Locust streets; built 1879; warmed by furnaces; 3 stories; 12 rooms; 700 seats. DISTRICT—North by Green street; east by Mississippi river; south by Market street, and west by Tenth street.

J. W. HALL.....*Principal*, 2331 Gamble avenue.
 AMELIA C. FRUCHTE.....*2d Assistant*, 1519 Clark avenue.
 ADA JOHNSON.....*Head* “ 1016 North 19th street.
 MARY B. NORWOOD.....1st “ 1307 Washington av.
 MARY O. GRAHAM.....3d “ 1508 Poplar street.
 CLARA J. GILLIES3d “ 924 Locust street.
 ANNIE H. MARSH.....3d “ 1716 North 12th street.
 MARY B. BRENNAN3d “ 809 North 11th street.
 LIZZIE GEORGE.....3d “ 1620 Clark avenue.
 EMMA WILLIAMS.....3d “ Olive st., w. Union av.
 ABBIE H. RATHBUN.....3d “ Papin, between 15th & 16th streets.
 MARY J. FOX.....2d “ 1217 Randolph street.
 ELLA O. HOWARD.....1st “ 1116 Morgan street.
 MARY L. SMITH.....(Extra),
 HERMANN HELMKAMPF.....(German), 733 South 5th street.
 BERTHA J. SCHNEIDER...(German, $\frac{1}{2}$ day), 511 Marion street.

BLOW SCHOOL.—Fifth and Pine streets, South St. Louis; built 1866; warmed by stoves; 3 stories; 8 rooms; 420 seats. DISTRICT—Bounded south by Stein street.

A. J. CALDWELL.....*Principal*, 5th, cor. Quincy, S. St. L.
 MARIETTA E. PHILLIPS...*Head Assistant*, Main, near Shirmer, “
 SARAH AXFORD.....1st “ 4th, near Quincy, “
 MATTIE PARKER.....3d “ 5th and Quincy, “
 LAURA F. LARE.....3d “ Main and Kansas, “
 DELIA WEBB.....3d “ 2d, cor. Pine, “
 IDA B. TIMBERLAKE.....3d “ Nebraska, cor. 2d, “
 ANNIE DAVIS3d “ 4th, near Franklin, “
 MARY A. TIMBERLAKE.....1st “ Nebraska, cor. 2d, “
 CHARLES JENNER.....(German), 6th, near St. Louis, “

BLOW PRIMARY SCHOOL — South St. Louis. Rented. Capacity, 120 seats.

JOSEPHINE M. NISBET.....*Principal*, 3d st., bt. Fillmore and Market, S. St. Louis.
 CATHERINE E. HISTED.....*3d Assistant*, 913 Autumn street, St. Louis.

CARONDELET SCHOOL.—Third and Poepping streets, South St. Louis; built 1871; warmed by furnaces; three stories; twelve rooms; 700 seats. DISTRICT—Bounded north by Stein street.

JAMES L. YOUNG.....*Principal*, 1125 Chamber-, St. Louis.
HELEN M. MASON.....*1st Assistant*, W. side 3d st., bet. Taylor
and St. Louis sts.

MARY R. HERR.....2d " Main st., bet. Marceau
and Hill sts.

KATE F. COOPER.....2d " N. W. cor. Pine & 9th sts.

ADELAIDE ILLINGWORTH...3d " Main, bet. St. Louis and
Randolph sts.

JENNIE PARKER.....3d " 5th & Quincy.

LOUISA J. REVINGTON.....3d " Main street, bet. Marceau
and Hill sts.

EMILY G. DUNKLIN.....3d " Third st., bet. Taylor &
St. Louis sts.

ELIZA M. RIEGEL.....3d " Third st., bet. Taylor &
St. Louis sts.

SARAH H. SAXTON.....1st " Osage street, bet. Oregon
and California sts.

THEOPHILUS J. KOETZLI.....(German), 2d and Pine sts.

CARR SCHOOL.—Sixteenth and Carr streets; built 1855;
warmed by stoves; two stories; eight rooms; 480 seats.
DISTRICT—Bounded north by Cass avenue; east by Tenth
street; south by Wash street, and west by Twentieth
street.

SARAH J. BACON.....*Principal*, 1118 North 19th street.

SARAH A. McBRINE.....*1st Assistant*, 3204 Laclede avenue.

EVELYN BISSELL.....3d " 2003 Christy avenue.

META A. DUNHAUPT.....3d " 2305 Carr street.

MARGARET A. DUNN.....3d " 1825 Biddle street.

LUOY A. MCGREADY3d " 1833 Morgan street.

MARY E. KELLY.....3d " 304 North 8th street.

ROSALIE GAUTIER.....3d " 224 Lombard street.

CASSIE D. BROOK2d " 1415 North 17th street.

MARY A. DIERKER.....(German), 1329 North 14th street.

CARR LANE SCHOOL.—Twenty-fourth and Carr streets; built 1870; warmed by furnaces; three stories; twelve rooms; 700 seats. DISTRICT—Bounded east by Twentieth st.

EDWARD H. LONG.....*Principal*, 3209 Sheridan avenue.
 JULIA E. KLUNK.....*Head Assistant*, 2810 Sheridan avenue.
 EMMA P. SIMMONS.....1st " 2919 Lucas avenue.
 LIZZIE B. SPALDING2d " 1106 Morgan street.
 ELIZA W. CLARK.....3d " 1012 North 25th street.
 MARY L. EATON.....3d " Belle av., west of Grand.
 KATE DAUBER.....3d " 2012 North 11th street.
 BELLA J. CALHOUN.....3d " 1107 North 18th street.
 EMILY STEPHENS.....3d " 1417 O'Fallon street.
 CHARLOTTE M. McBURNEY, 3d " 2632 Stoddard street.
 MARY STEEL.....3d " 816 North 21st street.
 EMMA C. HALL.....2d " 1611 Biddle street.
 MARY C. ECOLES.....1st " 2234 Carr street.
 SOPHIE BALTHASAR.....(German), 2030 Wash street.
 AGATHA KADLOWSKI..... " $\frac{1}{2}$ day, Magazine st., bet. Garrison and Webster aves.

CARROLL SCHOOL.—Buell and Carroll streets; built 1866; warmed by furnaces; three stories; twelve rooms, besides two rooms in old building; 800 seats. DISTRICT—Bounded north by Park avenue, east by Mississippi river, south by Lafayette avenue, and west by Rosatti street.

HENRY M. TALLMAN.....*Principal*, 1307 Chouteau avenue.
 SARAH R. HANDY.....*Head Assistant*, 927 North 20th street.
 MARY E. LACKAY.....1st " 607 Hickory street.
 MARY J. ATKINSON.....2d " 910 Gratiot street.
 ELIZABETH A. AXFORD....3d " 1030 Winter street.
 SALLIE E. HOOK.....3d " 1405 Papin street.
 HELEN M. COGSWELL....3d " 1305 Hickory street.
 MAY G. HALL.....3d " 1544 South Eighth street.
 ALICE V. BRISON.....3d " 810 Barry street.
 ANNIE A. FOX.....3d " 816 South 14th street.
 MARY L. DICKSON.....3d " 1506 Gratiot street.
 ADELAIDE CALDWELL....3d " 2115 South Spring street.
 MELINDA WALLACE.....2d " 2134 South Spring street.
 FRANCES A. SECOR.....1st " 1004 Olive street.
 LETITIA A. STEWART....1st " 1552 Chouteau avenue.
 CHARLES SOMMER.....(German), Union Park.
 CAROLINE A. WALL..... " 1403 Carondelet avenue.
 THERESA ZISEMAN..... " 1511 Rosatti street.

CHARLES POPE SCHOOL.—Laclede and Ewing avenues; built 1872; warmed by furnaces; three stories; twelve rooms; 700 seats. **DISTRICT**—Bounded north by Olive st.

B. F. HEDGES.....	<i>Principal,</i>	2811 Stoddard street.
HENRIETTA GASS.....	<i>1st Assistant,</i>	311 High street.
JANE HALLIDAY.....	2d	" 1608 Austin street.
SUSAN I. COCHRAN.....	3d	" 2360 Papin street.
ADA C. FISHER.....	3d	" Wash'n av., w. of Grand.
LOUISA T. ROWE.....	3d	" 317 Emily street.
ELIZA M. MULHOLLAND...	3d	" 2130 Clark avenue.
EMMA K. GURTIS.....	3d	" 3030 Franklin avenue.
AMELIA F. HOLLAND.....	3d	" 2135 Gamble avenue.
LOUISE MILLER.....	1st	" 24 Targee street.
E. L. H. CAMPE.....	(German),	2805 Market street.

CHARLESS SCHOOL.—Kingsbury street, near Gravois; built 1359; two stories; eight rooms; 480 seats.

CARRIE L. BRYANT.....	<i>Principal,</i>	1318 Washington av.
HYPATIA HINCHMAN.....	<i>3d Assistant,</i>	1445 2d Carondelet av.
MATTIE S. KAYSER.....	3d	" 1611 Hickory street.
LILLIE B. ROBERTS.....	3d	" 332 S. Pratte.
JENNIE M. LAMPTON.....	3d	" 1611 Hickory street.
ANNIE WOLFE.....	3d	" 1710 Morgan street.
LIDA J. TRUMBULL.....	3d	" 2206 Clark avenue.
FRANCES E. CLAYTON.....	3d	" 1923 Geyer avenue.
MRS. PAULINE H. RINGE.....	(German),	2119 Carondelet avenue.
MARY KNUST.....	" $\frac{1}{2}$ day,	Cor. Gravois & Wyoming.

CHOUTEAU SCHOOL.—Chouteau avenue, west of Pratte avenue; built 1868; warmed by furnaces; two stories; eight rooms; 480 seats. **DISTRICT**—Bounded north by Cooper street; south by Park avenue to Toney street, and then by Elizabeth street; west by city limits.

RACHEL M. GASS.....	<i>Principal,</i>	1512 Olive street.
HALCYON CHILDS.....	<i>1st Assistant,</i>	2319 Eugenia street.
MARY A. WILLIAMS.....	3d	" 2635 Cooper street.
M. LOUISA BABINGTON...	3d	" 1211 Armstrong avenue.
SARAH J. LEAM.....	3d	" 701 Locust street.
MARY D. GASS.....	3d	" 1512 Olive street.
MARTHA M. WALLACE.....	3d	" 2134 S. Spring street.
ALICE M. WILLIAMS.....	3d	" 1315 Chestnut street.
EMILIE H. JUVET.....	2d	" 1509 Papin street.
EMMA KRIBBEN.....	(German),	1014 Orchard street.

CLARK SCHOOL.—Seventh near Labadie street; built 1846; warmed by stoves; three stories; six rooms; 300 seats. **DISTRICT.**—Bounded north by Gratiot and Lombard streets; east by Mississippi river; south by Park avenue, and west by Ninth street.

ELLEN C. CLEMENT....*Head Assistant*, Carondelet, 2d station.
 MARY W. KENNEDY.....3d " 1114 Locust street.
 EMMA F. MASON.....3d " 2206 Gamble avenue.
 KATE T. FAY3d " 1305 Spruce street,

CLAY SCHOOL. — Bellefontaine and Farrar; built 1859; warmed by stoves; three stories, twelve rooms; 700 seats. **DISTRICT.**—Bounded north by city limits; east by Mississippi river; south by Harrison and Branch streets to Fourteenth street, and west by Fourteenth street.

FREDERICK C. WOODRUFF...*Principal*, Jennings Station, St. L.,
 Kan. City & Nor. R'y.

HELEN H. SMITH.....*Head Assistant*, 1231 Olive street.
 KATE S. AVERY.....1st " 2115 N. Twelfth street.
 SALLIE FENBY.....2d " 3004 Locust street.
 ELLA M. FITZPATRICK....3d " 2705 N. Tenth st.
 ISABEL M. DAVIE.....3d " 2708 N. Eleventh street.
 LYDIE A. FOLSOM.....3d " 908 Jefferson street.
 ELIZA A. STARK.....3d " 706 N. Fifteenth street.
 ELIZABETH COLLIGAN....3d " 717 N. Fifteenth street.
 NELLIE A. AMOS.....3d " 1621 Warren street.
 MARY A. SMITH.....3d " 4204 N. Tenth street.
 ULALA C. HARE.....2d " 2613 N. Twelfth street.
 LOUISA B. GOULD.....1st " 2612 N. Eleventh street.
 DELIA L. MALLINCKRODT... (German), 2816 N. Twelfth street.
 PETER HERZOG..... " 2210 Division street.

CLINTON SCHOOL.—Grattan and Hickory streets; built 1868; warmed by furnaces; three stories; twelve rooms; 700 seats. **DISTRICT.**—Bounded north by Cooper and Gratiot streets; east by Ninth street to Park avenue, and then by Rosatti street; south by Geyer avenue, and west by city limits.

Z. G. WILLSON.....*Principal*, 311 High street.
 MARY A. McMULLEN...*Head Assistant*, 1445 2d Carondelet av.
 RUTH TALLMAN.....1st " 1104 South Seventh st.
 HANNAH J. SKILLMAN....2d " 1520 Park avenue.

M. GRAY WESTGATE.....3d	"	Russell av., near Cal. av.
MAGGIE McLAUGHLIN .....3d	"	Belle av., 2d d. w. of Grand.
JULIA F. WARNE.....3d	"	1518 Park avenue.
MEL. N. MASON.....3d	"	Carondelet.
ADA M. FARNAN.....3d	"	311 High street.
MARTHA W. PRATTE.....3d	"	803 Tayon avenue.
MATILDA A. SOMERS.....3d	"	1526 Rosatti street.
CATHERINE PECKHAM.....2d	"	1118 St. Ange av.
LEAH V. LIGHTNER.....1st	"	1205 Dolman st.
PAULINE MUELLER.....(German),		Rutger st., bet. Miss. av. & 2d Carondelet av.
ELISE BAEENROTH.....	"	1116 Stoddard avenue.
HATTIE E. SCHMIDT.....	" ½ day,	1300 St. Ange avenue.

COMPTON SCHOOL.—Henrietta street near Arkansas avenue;
built 1868; warmed by furnaces; two stories; four rooms;
250 seats. DISTRICT—Bounded north by Elizabeth street
to Toney street, then by Park avenue; east and south, no
limits; west by city limits.

LUELLA B. GILFILLAN	<i>Principal</i> ,	Park and Arkansas avs.
STELLA M. FELTON.....3d	<i>Assistant</i> ,	Henrietta & Thomas sts.
BELLE BUCKINGHAM.....3d	"	2625 Bernard street.
MAGGIE A. BARTHOLOMEW, 2d	"	1923 Geyer avenue.

DIVOLL SCHOOL.—Dayton street and Glasgow avenue;
built 1872; warmed by furnaces; three stories; twelve
rooms. DISTRICT—Bounded east by Elliott avenue.

ALVAH F. HAMILTON.....	<i>Principal</i> ,	2829 Gamble street.
MARY E. McGRATH.....1st	<i>Assistant</i> ,	1917 Division street.
SARAH A. STEPHENS.....2d	"	721 Pratte avenue.
GERTRUDE GARRIGUES.....3d	"	2617 N. Ninth street.
ADDIE TOOKER.....3d	"	2935 Dixon street.
ELLA M. BROWN.....3d	"	1426 N. Seventh street.
CARRIE E. DICK.....3d	"	2930 Sheridan avenue.
GEORGIANA F. BERRY.....3d	"	2621 Wash street.
LIZZIE A. HYATT.....1st	"	1116 N. 25th street.
JOSEPH HOEFLINGER.....(German),		2726 Franklin av.

DODIER STREET SCHOOL. —Dodier street and St. Louis
Place; rented; 250 seats.

KATE BARRON.....	<i>Principal</i> ,	Univ'ty st. bet 18th & 19th.
ALMA L. BOWMAN	<i>3d Assistant</i> ,	2710 Gamble street.

MARIE E. PHILLIPS.....3d " 2510 N. Eighteenth street.
ISABELLA D. BENEDICT....2d " 2016 Morgan street.
HENRY CLARNER.....(German, $\frac{1}{2}$ day), 1615 Dodier street.

DOUGLAS SCHOOL.—Eleventh and Howard streets; built 1870; warmed by furnaces; three stories; twelve rooms; 700 seats.

ELLA W. BLISH.....*Head Assistant*, 2633 Morgan street.
AMELIA T. FLAHERTY.....1st " 2324 Scott av.
ANNA A. COOK.....2d " 1106 Morgan street.
ORA E. DOLBEAR.....3d " 1309 Washington av.
SALLIE P. HIGHT.....3d " 1011 N. Ninth street.
CHARLOTTE H. WOODRUFF 2d " 1205 Webster street.
LELAH C. O'KANE.....1st " 1205 Webster street.
JENNIE WAHLERT.....(German), 1704 N. Tenth street.
WM. DEUTSCH " $\frac{1}{2}$ day, 1612 Clark ave.

EADS SCHOOL.—Fifteenth and Pine streets; built 1850; warmed by furnaces; two stories; eight rooms; 400 seats.
DISTRICT—Bounded north by Washington avenue; east by Fourteenth street; south by Gratiot street; west by Mercer and Twentieth street.

ROSE E. WRIGHT.....*Principal*, 1930 Clark avenue.
ADA SHINKLE3d *Assistant*, 817 Locust street.
JOSIE M. HUNT.....1st " Corner Summit and Sarah avenues.
KITTIE E. VAN COURT...3d " 1309 Pine street.
ELLA D. SHADE.....3d " 1616 Carondelet avenue.
ANNIE MEYER.....3d " 1313 Chestnut street.
EMMA H. FENTON.....2d " 1508 Poplar street.
REBECCA S. GAST(German), 1628 2d Carondelet av.

EDWARD BATES SCHOOL.—Collins and Bates streets; built 1872; warmed by furnaces; three stories; twelve rooms; 700 seats. DISTRICT—Bounded west by Broadway.

JAS. S. STEVENSON.....*Principal*, 1510 N. Twelfth street.
ELIZABETH MOERSCHEL...1st *Assistant*, 1004 Broadway.
ANNA L. PHILLIPS.....2d " 1107 Webster street.
MARTHA S. KENDALL.....3d " 1816 N. Eleventh street.
CLEMENTINA BOOS.....3d " 1723 N. Thirteenth street.
SARAH Y. COLE.....3d " 2612 N. Eleventh street.
ANNA J. KELLEY.....3d " 912 Broadway.

CARRIE ERWIN.....	3d	"	1010 N. Tenth street.
MOLLIE E. MORGAN.....	3d	"	2012 N. Fourteenth street.
MALVINA F. DANDRIDGE, 1st		"	1502 Morgan street.
EMMA EBERLEIN		(German),	2702 North Ninth street.

ELIOT SCHOOL.—Fifteenth and Walnut streets; built 1868; warmed by furnaces; three stories; twelve rooms; 700 seats. DISTRICT—Bounded north by Washington avenue; east by Fourteenth street; south by Gratiot street; west by Mercer and Twentieth streets.

FANNIE M. BACON.....	<i>Principal</i> ,	1213 Pine street.
ELLA FENBY.....	<i>3d Assistant</i> ,	3004 Locust street.
MIRA M. LOGAN.....	<i>Head</i>	" 2109 Walnut street.
REBECCA TAYLOR.....	1st	" 931 N. Tenth street.
SALLIE E. WARNER.....	2d	" 1510 Olive street.
KATE FIELD	3d	" 1127 Washington avenue.
AUGUSTA MURTFELDT.....	3d	" Kirkwood.
MARY COUSLAND	3d	" 2747 Clark avenue.
GUSSIE NEWMARK.....	3d	" 14 N. Fourteenth street.
MARY L. DUNNING.....	3d	" 1307 Washington avenue.
MARY J. HARRIS.....	3d	" 16 Targee street.
HELEN C. PLATT.....	2d	" 1506 Poplar street.
JULIA M. CLARK.....	1st	" 1124 Locust street.
A. CLARA FOLKMANN.....		(German), 312 S. Fifteenth street.
JULIA KRUG.....		" 26 Targee street.

EVERETT SCHOOL.—Eighth street, between Cass avenue and O'Fallon street; built 1859; warmed by stoves; three stories; twelve rooms; 700 seats. DISTRICT—Bounded north by Howard street; east by Broadway; south by Biddle street, and west by Tenth street.

B. V. B. DIXON.....	<i>Principal</i> ,	2304 Carr street.
JEANNIE WALBRIDGE...	<i>Head Assistant</i> ,	1209 Armstrong ave.
MARY J. HUNTER.....	1st	" 915 N. Sixteenth street.
MARY B. CARROLL	2d	" 918 Webster street.
LIZZIE NEELY	3d	" 1741 Broadway.
LUCY K. WILSON.....	3d	" 1017 Brooklyn street.
CARRIE C. WARE.....	3d	" 1418 Olive street.
NANNIE M. MITCHELL.....	3d	" 3607 N. Ninth street.
VENIE CONN.....	3d	" 200 S. Twelfth street.
KATE FLYNN.....	3d	" 1333 N. Eighth street.

MARGARET A. HINES.....3d " 1305 Gay street.
 LIZZIE M. GOODFELLOW...2d " 314 E. Mound street.
 MARY A. BOSWELL.....1st " 1106 Morgan street.
 ELIZA E. PARKS..... (Extra), 2824 N. Twelfth street.
 FANNIE E. JENKS(German), 1212 Spring street.
 HENRY A. OBNENHAUS " $\frac{1}{2}$ day, 2810 Walnut street.

EVERETT PRIMARY.—945 Collins street; rented; 150 seats.

CHARLOTTE C. STANLEY.....*Principal*, 715 Locust street.
 MARY S. F. CLEVELAND..*3d Assistant*, 907 Beckwith street.

FRANKLIN SCHOOL.—Seventeenth st. and Christy avenue ;
 built 1857 ; warmed by stoves ; three stories ; twelve rooms ;
 some with one and some with two recitation rooms at-
 tached ; 1,200 seats. DISTRICT—Bounded north by Wash
 street ; east by Tenth street ; south by Washington avenue,
 and west by Twenty-second street.

MARY E. TYLER.....*Head Assistant*, 1016 N. Nineteenth street.
 ELLA F. FICK.....1st " 418 S. Fourteenth street.
 CORNELIA W. SANBORN...3d " 1729 Washington avenue.
 INA BARTLETT.....2d " 1519 Clark avenue.
 ESTHER W. MATTHEWS...3d " 1420 Morgan street.
 JENNIE L. WHEDON.....2d " 1121 Washington av.
 ADDINE A. ROTH.....3d " 809 North 16th street.
 SARAH H. E. STEWART...2d " Belle Glade av., Elleardsv.
 ANNIE E. LEAHEY.....3d " 819 Jefferson street.
 MAGGIE STEEL.....2d " 816 North 21st street.
 ELIZABETH A. SORIN....3d " 1014 Washington avenue.
 FRANCES M. SPARGO....2d " 2222 South Spring street.
 MARY J. KEAN2d " 205 N. Fourteenth street.
 SARAH J. MILLIGAN.....3d " 1003 Pine street.
 CARRIE L. KENDALL.....2d " 1601 Chestnut street.
 SARAH E. WESTON.....3d " 1510 Poplar street.
 PARTHENIA J. BRADY...3d " 1819 Carr street.
 FLORENCE CHAPPELL....2d " 1113 Locust street.
 MARY A. WOODWARD....3d " 2314 Half street.
 ADA PERRY.....3d " 2021 Eugenia street.
 AMALIE MOENCH.....(German, $\frac{1}{2}$ day), 1118 N. Eighth street.
 ZELICA SOBOLEWSKI... "

GAMBLE SCHOOL.—Fifth and Poplar streets ; built 1851 ;
 warmed by furnaces ; two stories ; seven rooms ; 350 seats.

ELIZABETH S. CHILD.....	<i>Principal,</i>	2319 Eugenia street.
AMELIA CHILD.....	<i>3d Assistant,</i>	2319 Eugenia street.
CLARA HOELZLE.....	1st “	730 South Eighth street.
ELLEN M. O'CONNELL....	3d “	Valley av., bet. Manches- ter road & Laclede av.
SARAH R. MITCHELL.....	3d “	2573 South Seventh st.
MARGARET E. GALLIER...3d	“	1518 Chestnut street.
EDNA MCKINNEY.....	“	Webster Groves, P. R.R.
MARY K. GOODALL.....	2d “	Webster Groves, P. R.R.
LINA SCHNEIDER.....	(German),	511 Marion street.

ANNA C. GATES.....*Principal*, 1854 Arsenal street.
 OTTILIE BRUNS (German & English), Victor, 2d d. from Union.
 MELINA S. RUTHERFORD..*3d Assistant*, 2609 State street.
 CARRIE DOUGLASS.....2d " Cor. Iowa & Wyoming sts.

MRS. CATHARINE SCALES.....*Principal*, 2526 Mill street.
JOHANNNA CLINE.....*3d Assistant*, 2284 Carr street.
ELLA C. PRUNTY.....3d " 1437 Christy avenue.
ELIZABETH M. DALE.....2d " 716 Mound street.

CHAS. M. FOSTER.....	<i>Principal,</i>	3d & Marceau sts., S. St. L.
MARIANNE LEVIN	<i>1st Assistant,</i>	908 S. Seventh street.
MARY L. RAFFETY.....	2d "	214 S. Twenty-second st.
ANNA I. FRANCIS.....	3d "	730 S. Fourth street.
ELIZABETH M. HUNTER..	3d "	1519 Clark avenue.
ELLA C. AXTELL.....	3d "	1511 Spruce street.
CARRIE A. BLOUNT.....	3d "	918 Allen avenue.
MARY L. SPIES.....	3d "	827 Beckwith street.

MARIE LOUISE RICE.....3d " 1413 Morgan street.
 EMMA F. TRUMBULL.....3d " 2206 Clark avenue.
 AURORA V. CHARLEVILLE, 2d " 1225 Grattan street.
 LUCY W. BLAND.....1st " 908 Gratiot street.
 HELENE MOHRHARDT.....(German), 2212 S. Twelfth street.
 IDA VOLLBERG....." Capitol st., near Caronde-
 let avenue.
 ALWINA EICKE.....(German, $\frac{1}{2}$ day), 2611 Jackson street.

IRVING SCHOOL.—Corner Nineteenth street and Bremen
 avenue; built 1871; warmed by furnaces; three stories;
 twelve rooms; 700 seats. DISTRICT—Bounded east by
 Twelfth street.

FRANK A. FITZPATRICK.....*Principal*, 2705 N. Tenth street.
 HATTIE B. EDGERTON.....*3d Assistant*, 2502 N. Eighteenth street.
 MARGARET BELL.....1st " 3616 N. Thirteenth street.
 ANNIE E. BRADLEY.....3d " 2211 Christy avenue.
 MARIA C. HODGES.....3d " 2811 N. Tenth street.
 GARAPHENA BENSON.....3d " 911 Benton street.
 MARGARET KING.....1st " S. W. cor. Fifteenth and
 Bremen avenue.
 SOPHIE J. ROOCH.....(German), 1117 Farrar street.

JACKSON SCHOOL.—Maiden Lane, near Reservoir; built
 1859; warmed by stoves; two stories; eight rooms; 480
 seats.

SARAH A. HUNTER*Principal*, 915 N. 16th street.
 EMERETTA A. WATERS...*1st Assistant*, 1016 N. 19th street.
 MARY M. HENDERSON.....3d " 915 Benton street.
 EMILY R. KNOX.....3d " 705 N. 18th street.
 SUSAN KINKEAD.....3d " 1102 Chambers street.
 MARY V. A. STEVENS.....3d " 1609 Menard street.
 LUCY KITCHEN.....3d " 1818 N. Ninth street.
 ESTELLE GEORGE.....3d " 1909 Carr street.
 MARY C. INGHAM.....2d " 1107 Webster street.
 FRED. H. AUF DER HEIDE...(German), 1320 Hebert street.

JEFFERSON SCHOOL.—Ninth and Wash streets; built 1848
 warmed by furnaces; three stories; nine rooms; 450 seats
 DISTRICT—Bounded north by Biddle street; east by the
 Mississippi river; south by Green street, and west by
 Tenth street.

MARGARET A. McCLURE.....*Principal*, 912 N. 19th street.
 JENNIE R. GOODFELLOW...*1st Assistant*, 314 E. Mound street.
 JENNIE M. LOWRY.....3d " 1502 Morgan street.
 JENNIE A. BURNSIDE.....3d " 1227 N. Seventh street.
 EMMA P. HARRIS.....3d " Cor 14th and Dodier.
 MARTHA A. WALLS.....3d " 1723 N. 18th street.
 RACHEL McCLURE.....3d " 912 N. 19th street.
 JULIA A. PRICE3d " 1309 Morgan street.
 HARRIET I. UPMEYER.....3d " 1405 N. Seventeenth st.
 SARAH P. YOUNG.....3d " 810 Olive street.
 HELENE HECKELMANN....(German), 1605 Gratiot street.
 THEKLA M. SCHMIDT..... " $\frac{1}{2}$ day, 1300 St. Ange avenue.

JEFFERSON BRANCH SCHOOL.—Tenth and Carr streets;
 rented; two stories; seven rooms; warmed by stoves; 350
 seats. DISTRICT—Bounded north by Biddle street, east by
 Mississippi river, south by Green street, west by Tenth st.

IONE ANDERSON.....*Principal*, 1012 North Tenth street.
 EMILY P. PETTES.....*2d Assistant*, 1560 Gratiot street.
 MYRA M. WARE3d " 1418 Olive street.
 LOU M. STANFORD.....3d " 2819 Lucas avenue.
 GRACE L. DAVIDSON.....3d " 2406 North Ninth street.
 MARY E. HUGHES.....1st " 1313 Christy avenue.
 BERTHA J. SCHNEIDER.....(German), 511 Marion street.

LACLEDE SCHOOL.—Sixth and Poplar streets; built 1870;
 warmed by furnaces; three stories; twelve rooms; 700
 seats. DISTRICT—Bounded north by Market street, east by
 Mississippi river, south by Lombard and Gratiot streets,
 and west by Sixth street.

ELIZA C. DUNHAM.....*Principal*, May street, bet. Park and
 Lafayette avenues.
 CATHERINE S. FELCH.....*1st Assistant*, 24 Targee street.
 SUSAN I. FORRESTER...*Head* " 1510 Poplar street.
 JENNIE P. WORTHLEY...2d " 1003 Pine street.
 MARY F. RODAN.....3d " 1434 Franklin avenue.
 JULIA M. KELLY.....3d " 1706 Wash street.
 ANNA P. GARRETT.....3d " 1512 Poplar street.
 ADA A. BANCROFT.....3d " 24 Targee street.
 MARGARET A. WILGUS...3d " S. W. cor. Fifth & Poplar.
 HULDAH A. EATON.....3d " 2440 Wash street.
 REBECCA M. HUNTINGTON, 3d " 608 Walnut street.

ELIZA C. GREENE.....	2d	"	716 South Fifth street.
ALICE D. SMITH.....	1st	"	1231 Olive street.
LYDIA HOSPES		(German),	820 Hickory street.
FRANZISKA HELMKAMPF.....		"	733 South Fifth street.
FANNIE OESTERREICHER....		(Ger., $\frac{1}{2}$ day),	735 South Fifth street.

LAFAYETTE SCHOOL.—Ann avenue and Decatur street; built 1853; warmed by furnaces; three stories; twelve rooms; 700 seats. DISTRICT—Bounded north by Geyer avenue to Rosatti street, then by Lafayette street; east by Mississippi river, south by Victor street; west by city limits.

LOUIS WM. TEUTEBERG.....		<i>Principal</i> ,	2713 N. Twelfth street.
ELIZ. WAUGH.....		<i>Head Assistant</i> ,	1514 Gratiot street.
ALICE C. HUTH.....	1st	"	1610 Linn street.
MARGARET HENDERSON...	2d	"	1146 S. Seventh street.
ELLA R. THOMAS.....	3d	"	1307 Chouteau avenue.
MINNIE M. MILES.....	3d	"	1024 Dolman street.
CALISTA HALSEY.....	3d	"	1318 Chouteau avenue.
KATE E. O'NEILL.....	3d	"	1104 S. Seventh street.
HENRIETTA F. BRYAN.....	3d	"	502 N. Leffingwell av.
ELIZA S. RICE.....	3d	"	Glendale, P. R.R.
JULIA A. BRENNAN	3d	"	809 N. Eleventh street.
MARY E. FOX.....	2d	"	1518 S. Eighth street.
LAURA F. NIETERS.....	1st	"	909 Ann avenue.
D. H. LUEKEN.....		(German),	809 Park avenue.
AMANDA GIMBEL.....		"	932 Hickory street.
ALWINE EICKE.....		(German, $\frac{1}{2}$ day),	2611 Jackson street.

LINCOLN SCHOOL.—Eugenia and High streets; built 1867; warmed by furnaces; three stories; twelve rooms; 700 seats. DISTRICT—Bounded north by Pine street to Pratte avenue, then by Locust street; east by Mercer and Twentieth street; south by Cooper street; west by city limits.

JOHN A. GILFILLAN.....		<i>Principal</i> ,	Park avenue and May st.
ELIZABETH L. NASON..		<i>Head Assistant</i> ,	707 North 23d street.
MARY L. DUDLEY.....	1st	"	2221 Clark avenue.
MARGARET L. BREWER...	2d	"	2221 Clark avenue.
SUSAN R. READ.....	3d	"	2314 Half street.
LAURA C. ALVORD.....	3d	"	2804 Clark avenue.
FRANK M. BLAKELY.....	3d	"	2107 Eugenia street.
MARY A. HOGAN.....	3d	"	2025 Market street.

VIRGINIA E. STEVENSON, 3d	"	2109 Walnut street.
EMMA H. THURBER.....3d	"	2743 Clark avenue.
LOUISA LANGE.....3d	"	2105 Clark avenue.
MARY B. SEAVER.....2d	"	2809 Pacific street.
MELINDA CALVERT.....1st	"	2809 Pacific street.
MARIE L. KIESELBACH.....(German),		1609 Chouteau avenue.

LYON SCHOOL.—Eighth and Pestalozzi streets; built 1868; warmed by furnaces; three stories; twelve rooms; 700 seats. DISTRICT—Bounded north by Victor street; east by Mississippi river; south and west by city limits.

ALDEN G. WILCOX.....*Principal*, 3541 Carondelet avenue.

ROSE A. CURTIS.....*First Assistant*, S. E. corner Victor and Union streets.

ADDIE M. ALEXANDER, *Head* " 3541 Carondelet avenue.

MARIA ALDERSON.....2d " West State street, between Sydney and Lynch.

ROXA WILCOX.....3d " 3541 Carondelet avenue.

ELLA F. GULLIVER.....3d " 3501 Carondelet avenue.

AMELIA C. HAASE.....3d " 323 South Second street.

ELLEN E. REID.....3d " 608 N. Thirteenth street.

EMMA L. DENHAM.....3d " 207 N. Twelfth street.

ALICE C. MURPHY.....3d " 1024 Dolman street.

ANNIE A. CAMPBELL.....3d " 912 N. Nineteenth street.

MARY M. MOLLVAINE.....2d " East side Ninth street, bet. Sidney and Lynch.

JOSIE V. GARRIGUES.....1st " 2617 North Ninth street.

LINA D. HILDENBRANDT....(German), S. E. cor. Victor & Union.

MATHILDA KANN....." 933 Hickory street.

IDUNA VON SODEN....." Carondelet av., bet. Second Carondelet and Lux.

MADISON SCHOOL.—Seventh and Labadie streets; built 1870; warmed by furnaces; three stories; twelve rooms; 700 seats. DISTRICT—Bounded north by Gratiot and Lombard streets; east by Mississippi river; south by Park avenue, and west by Ninth street.

GEORGE B. LANE*Principal*, 3118 Division street.

CECELIA LEAVY.....*Head Assistant*, 1806 Olive street.

ROSA EWALD.....1st " 1424 Poplar street.

SALLIE B. GOODWIN.....2d " 1929 Randolph street.

CLARA V. WHITEMAN.....3d	"	Clayton Road, bet. Union and West avenue.
C. BELLE TUTHILL.....3d	"	1313 Chestnut street.
FRANCESCA HUNT.....3d	"	405 North Fifth street.
LOUISA V. MUSICK.....3d	"	417 S. Pratto avenue.
MARY A. LEAVY.....3d	"	1806 Olive street.
MARY E. DEAN.....3d	"	1728 Washington av.
MADGE FREDERICK.....3d	"	2622 Locust street.
M. ISABELLA ANDREWS...2d	"	214 S. Twenty-second st.
ANNA J. MARSHALL.....1st	"	2929 Thomas street.
AMALIE VOGEL.....(German),		522 Gratiot street.
LYDIA SPAETER.....	"	1413 Papin street.
BERTHA BOHN.....	"	802 Barlow street.

MARAMEC SCHOOL.—Iowa avenue and Maramec street; built 1867; two stories; four rooms; 250 seats.

CLARA A. CURTIS.....	<i>Principal</i> ,	Fourth and Bryan streets.
PAULINE J. THOMAS (Ger. & English),		809 Park avenue.
ANNIE E. LIGHTBURNE...3d	<i>Assistant</i> ,	621 South Fifth street.
LUCY E. FRENCH.....3d	"	3537 Carondelet ave.

O'FALLON SCHOOL.—Sixteenth street and Cass avenue; built 1867; warmed by furnaces; three stories; twelve rooms; 700 seats. DISTRICT—Bounded north by Cass avenue; east by Tenth street; south by Wash street; west by Twentieth street.

JOHN A. OWEN.....	<i>Principal</i> ,	2532 Lucas avenue.
JENNIE G. ALEXANDER,	<i>Head Assistant</i> ,	1515 Spruce street.
HELEN E. PEABODY.....1st	"	2440 Wash street.
SOPHIE T. MARTIN.....2d	"	927 N. Seventeenth st.
EMMA A. MYERS.....3d	"	2309 N. Fourteenth st.
MARY L. WILLIAMS.....3d	"	Olive street road, west of Union av.
ANNIE M. FINAGIN.....3d	"	1510 N. Fifteenth street.
CORA M. SHUMATE.....3d	"	1814 Glasgow avenue.
MINNIE F. JOSLIN.....3d	"	2440 Wash street.
FRANCES THOMPSON.....3d	"	2218 Christy avenue.
ANNIE STEEL.....3d	"	816 N. Twenty-first st.
ELIZABETH FORSYTH....2d	"	1912 Cass avenue.
KITTY STRAUB.....1st	"	1927 Christy avenue.
AUGUSTUS J. BERGMANN....(German),		Mississippi avenue, near Hickory street.
BERTHA SCHMIDT.....	" ½ day,	812 South Sixth street.

OLIVE STREET PRIMARY.—Eighteenth and Olive streets.
Rented. Three rooms; 150 seats.

ELIZABETH J. R. MESSENGER, *Principal*, 1807 Franklin avenue.

MARTHA J. GILBRAITH...3d *Assistant*, 2129 South Spring street.

PEABODY SCHOOL.—Carroll street and Second Carondelet
avenue; built 1872; three stories; fourteen rooms.
DISTRICT—Bounded east by Rosatti street, north by Park
avenue.

JENNIE R. GREENE.....*Head Assistant*, Curran bet. Lafayette and
Carroll.

PAULINE KNOBLAUCH.....1st " 832 S. Sixth street.

ADDIE J. STEVENS.....3d " 1521 S. Eleventh street.

JENNIE HARRIS3d " 807 Locust street.

KATE M. BUCKLEY.....2d " 14 S. Sixteenth street.

ALICE E. BARROWS1st " 1313 Chouteau avenue.

HATTIE E. SCHMIDT(German), 1300 St. Ange avenue.

PENROSE SCHOOL.—Penrose street, between Clay and
Glasgow avenues; built 1868; 400 seats. DISTRICT—
Bounded south by Dickson street, and west by city limits.

ORILLA HOWARD*Principal*, 1115 N. 25th street.

MARY A. PATRICK.....2d *Assistant*, 2829 Dickson street.

HELEN P. JOSLIN.....3d " 2440 Wash street.

ELLA F. STERNS.....3d " 2231 Division street.

ABBIE MANSFIELD.....2d " 2913 Thomas street.

AGATHE KADLOWSKA (German, $\frac{1}{2}$ day), Cass avenue between Clay
and Glasgow.

PESTALOZZI SCHOOL.—Seventh and Barry streets; built
1870; two stories; eight rooms; 450 seats.

ELIZ. J. ISBELL*Principal*, 1129 Pine street.

S. ANNA EDGAR1st *Assistant*, 2200 Clark avenue.

GEORGIA L. GREENE.....3d " 712 S. Eighth street.

JENNETTE W. SMITH.....3d " 603 S. Fifth street.

GEORGIA E. SKILLMAN.....3d " 1520 Park avenue.

EMMA B. FREDERICK.....3d " 2622 Locust street.

LILLIAN J. LEWIS.....3d " 1506 Poplar street.

MARTHA J. E. NIEHAUS.....3d " 1427 Chestnut street.

MARIA V. DEGGE.....2d " 1215 Washington avenue.

ANNA SCHUSTER.....(German), 1517 S. Ninth street.

WILHELMINA L. KLEINMANN " 1314 S. Tenth street.

SHEPARD SCHOOL.—Near Marine Hospital; built 1859 ; warmed by stoves; two stories; four rooms; 250 seats.

DISTRICT.—Bounded east by Mississippi river and south by city limits.

ANNA S. GRANT.....	<i>Principal,</i>	Grand ave. and Market.
ELLEN S. DELANO	<i>1st Assistant,</i>	1540 Chouteau avenue.
M. ANNA NOWLIN.....	3d "	603 S. Fifth street.
RUTH F. DURGAN.....	3d "	Third, bet. St. Louis and Taylor, Carondelet.
M. ANNA NOWLIN.....	3d "	603 South Fifth street.
MARY E. GREEN.....	3d "	N. W. corner Menard and Crittenden.
SOPHIE WHITE.....	3d "	1601 Papin street.
DORA CLARK.....	2d "	3501 Carondelet avenue.
LOUISA BERG.....	(German),	Cor. Miami and Ind. aves.
IDUNA VON SODEN.....	" ½ day,	3517 Carondelet avenue.

STODDARD SCHOOL.—Lucas and Ewing avenues; built 1867; warmed by furnaces; three stories; twelve rooms; 700 seats. **DISTRICT.**—Bounded north by Dickson street; east by Jefferson avenue; south by Olive street, and west by city limits.

ALFRED F. CALDWELL.....	<i>Principal,</i>	2812 Clark avenue.
MARY B. CUSHMAN....	<i>Head Assistant,</i>	1611 Washington avenue.
FRANCES GRUBER.....	1st "	2726 Lucas avenue.
ABBIE L. TOWER.....	2d "	2913 Olive street.
ELLEN DEVOY.....	3d "	1215 N. Sixth street.
MARY E. WELLS.....	3d "	2633 Morgan street.
ELLA MURPHREE.....	3d "	3227 Thomas street.
SARAH L. JONES.....	3d "	1928 O'Fallon street.
JEMIMA FORSYTH.....	3d "	1912 Cass avenue.
REBECCA W. FENBY.....	3d "	3004 Locust street.
EMMA L. M. DREW.....	3d "	717 Chestnut street.
EMMA J. KEITH.....	2d "	1518 Olive street.
MARY C. SAILOR.....	1st "	1505 Pine street.
PAULINE T. KAYSER.....	(German),	1015 Cass avenue.
CAROLINE P. KLINGEL....	" ½ day,	2124 Clark avenue.

WASHINGTON SCHOOL.—Eleventh and Spruce streets; built 1859; warmed by stoves; three stories; twelve rooms; 700 seats. DISTRICT—Bounded north by Washington avenue; east by Tenth street to Market street, then by Sixth street to Gratiot street, south by Gratiot street, and west by Fourteenth street.

HARRIET N. JORDAN*Principal*, N. E. cor. Garrison ave.
and Thomas street.
EMMA C. LYNCH.....*2d Assistant*, 205 Summit avenue.
MARGARET K. SLATER....3d " 3205 Thomas street.
LIZZIE HAYR.....3d " 1502 Morgan street.
LOTTIE E. LAYTON.....2d " 1630 Wash street.
ALICE E. BLAKESLEE.....3d " 1018 Chestnut street.
LOUISE DIXON2d " 104 S. Pratte avenue.
LUCY A. WIGGIN.....1st " 1704 Morgan street.
DORIS HOLLDORF..... (German), 908 Amelia avenue.

WEBSTER (OLD) SCHOOL.—Jefferson street, between Eleventh and Twelfth streets; lot a circle 300 feet diameter; built 1853; three stories; twelve rooms; warmed by furnaces; 700 seats. DISTRICT—Bounded north by Hebert to Fourteenth street, then by Branch and Harrison streets; east by Mississippi river; south by Howard street; west by city limits.

MALCOLM W. MILLER.....*Principal*, 2605 N. Twelfth street.
JULIA C. ORDES.....*Head Assistant*, 712 N. Twelfth street.
MALVINA A. HOSKINS.....1st " 1714 N. Eighth street.
JOSEPHINE LANGALIER...2d " 1928 Division street.
LUELLA DOWD.....3d " 2314 Half street.
MAGGIE GLEN.....3d " 1630 Wash street.
MAGGIE F. BAKER3d " 1816 N. Eleventh street.
MARY NIGGEMAN.....3d " 1316 N. Fifteenth street.
EMMA F. CLEAVER.....3d " 1812 N. Ninth street.
NETTIE T. HYNSON.....3d " 1621 Morgan street.
ELIZABETH AMOS.....3d " 1621 Warren street.
LEORA E. BAKER.....2d " 1417 O'Fallon street.
FANNY K. BEALL.....1st " 2513 N. Tenth street.
MARY I. RADCLIFFE.....2d " 1423 N. Tenth street.
CAROLINE DORN..... (German), 517 Carroll street.
ADAH DES GRANGES..... " $\frac{1}{2}$ day, 924 Webster street.

WEBSTER (NEW) SCHOOL.—Jefferson and Twelfth streets;
on same lot with Webster (old); built 1866; three stories;
nine rooms; 500 seats. DISTRICT—Same as Old Webster.

HENRIETTA S. ORDES. *Head Assistant*, 712 N. Twelfth street.
ELLEN F. KENDALL.....1st " 1816 N. Eleventh street.
MARY E. RAINS.....2d " 924 Locust street.
HELEN A. PAGE.....3d " 2119 N. Thirteenth street.
FANNIE H. MARSTON.....3d " 1200 Madison street.
EMERETTA WATSON3d " 1200 Chambers street.
GEORGINE G. WELLS3d " 2604 Stoddard street.
MARY SHEA.....3d " 1852 Benton street.
MARY A. ROOT.....2d " 1109 Madison street.
PAULINE KRUEGER..... (German), 511 Carroll street.
HENRY CLARNER.....(" $\frac{1}{2}$ day) 1615 Dodier street.

COLORED SCHOOL NO. 1.—Corner Seventh and Hickory
streets; eight rooms; 400 seats.

HANNAH A. ROGERS.....*Principal*, 906 Barlow street.
NANNIE GILES.....*3d Assistant*, 707 S. Fifth street.
MAGGIE J. KERR..... " St. Louis av. and 18th st.
MARGARET L. MAGINN... " "
MOLLIE C. KILLE..... " 1016 S. Twelfth street.

COLORED SCHOOL NO. 2.—Corner Twelfth and Brooklyn
streets; two stories; four rooms; 200 seats.

BELLE C. BUCHAN.....*Principal*, Cor. 11th & Wash. av.
NANNIE M. STANLEY.....*3d Assistant*, 2815 N. Twelfth street.
CARRIE A. FISHER.....3d " 1829 N. Tenth street.
MARY J. CORBIN.....2d " 2822 N. Twelfth street.

COLORED SCHOOL NO. 3.—Fourteenth and Christy avenue;
built 1870; warmed by stoves; two stories; eight rooms;
450 seats.

ALVAH C. CLAYTON.....*Principal*, 2808 N. Twelfth street.
ELLA S. WILSON.....*2d Assistant*, 1028 Clay avenue.
ANNA M. CARKENER.....1st " 817 Locust street.
CLARA M. JAMES.....3d " 2381 Gamble avenue.
SARAH J. HEARST.....3d " 1028 Clay avenue.
MAGGIE V. BARR.....3d " 2204 Gamble avenue.
MATTIE A. HARRY.....3d " 1521 S. Eleventh street.
ELIZABETH T. GOULD.....3d " 2612 N. Eleventh street.
MARY T. CARKENER.....2d " 817 Locust street.

COLORED SCHOOL NO. 4.—Cozzens, near Pratte avenue;
built 1859; warmed by stoves; two stories; four rooms; 250
seats.

LYDIA A. PRESCOTT.....*Principal*, Geyer av., bet. Jefferson
and California avenues.
LYDIA H. MONTAGUE.....*3d Assistant*, Geyer ave., bet. Jefferson
and California avenues.
JULIA O. ALLEN.....2d “ 212 S. 21st street.

COLORED SCHOOL NO. 5.—Eighteenth and Conde streets;
rented; two rooms; 120 seats.

BENJ. R. NICHOLAS.....*Principal*, 2617 N. Eighteenth st.
MINTHA F. NICHOLAS...*3d Assistant*, “ “ “

COLORED SCHOOL NO. 6.—South St. Louis.

MATTIE E. CUOLAHAN.....*Principal*, 1002 N. 17th street.

MUSIC TEACHERS.

HENRY ROBYN.....2407 Wash street.
HENRY M. BUTLER.....Kirkwood, Mo.
CHARLES H. GREENE.....Collinsville, Ills.
CÆSAR BUMILLER.....1907 Decatur street.

WRITING TEACHER.

A. H. HINMAN803 Chestnut street.



